WELLESLEY COLLEGE NEWS

MAGAZINE NUMBER

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VOL. XX MARCH No. 21

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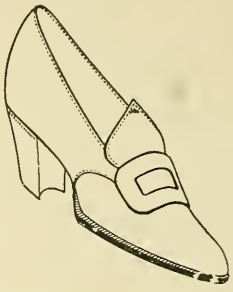

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The Wellesley College News

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VOL. XX. WELLESLEY, MARCH 7, 1912. No. 21

THE MAKING OF A HERO.

CHARACTERS.

Thomas Horton, a lad of eighteen.
Henry Horton, his father.
Mrs. Henry Horton (Elizabeth).
James Frazier, friend of Mr. and Mrs. Horton.
Jack Frazier, his son.
Mary, *Janet*, *Florence* } little girls.
John Henry Bunker, captain of the United States Life-saving Station.
Two Members of the United States Life-saving Crew.

Time: A stormy, late August afternoon.

Scene: The parlor of a small hotel on the Maine coast. Two windows at the back of the room look out upon a stretch of rough sea, and are so beaten by rain that they admit but a sickly light. Between the windows, a sofa upholstered in green and red stripped cretonne. To the left, an archway with faded green portieres. To the right, a battered, upright piano, strewn with dog-eared sheets of popular music. A plush-covered table in the center of the room holds a fancy lamp—lighted—a number of books and magazines, and a vase of drooping golden rod. There are a number of chairs upholstered in cretonne to match the sofa. On the wall, by the piano and above the sofa are hung photographs of boats, of fishermen shouldering mammoth fish, and of the Life-saving crew in progress of drill.

SCENE I.

Mrs. Horton sits by the table doing Irish crochet. On the floor by the piano, three little girls are playing with paper dolls. Mr. Horton stands by the window, trying to read a newspaper by the dim light which it affords. Suddenly, he folds the paper down and rereads an article which has attracted his attention.

Mr. Horton: Where's Tom?

Mrs. Horton: I think he said he was going over to the Station. Why?

Mr. Horton (hands her the paper):
I want him to read this account of Jack Frazier's swim from Coney. Frazier'll be full of that when he gets here to-day. I hope he doesn't bring the kid with him . . . . . Do you know,—Tom hasn't gone out past the line once since we've been here? great husky fellow that he is.

Mrs. Horton: Why should he go out beyond it? It is there for a warning.

Mr. Horton: Jack Frazier, or any boy with a healthy amount of daring in him, would have been out past it by this time.

Mrs. Horton: I'm glad Tom isn't reckless. It's a great comfort to me, Henry.

Mr. Horton: That's all right, Elizabeth,—but it isn't good, healthy boy nature. A man hasn't any use for a coward . . . . and Tom's growing to be a coward.

Mrs. Horton: Don't, Henry. He isn't a coward; he's just cautious.

Mr. Horton: It's the same thing.

(Mr. Horton turns and stares bitterly out of the window. Mrs. Horton thoughtfully twists and untwists her ball of lace. Meanwhile, the little girls continue their paper doll game).

Mary: No, let's not do that. Let's, let's—Oh, I'll tell you,—let's have a shipwreck. I'll go upstairs and get the boat Thomas made me. (Exit Mary).

Janet: Thomas is going to make me a boat, too—with real sails. John Henry taught him how.

Florence: Thomas is awful nice—I'm going to ask him to make me one.

(Re-enter Mary, carrying a row-boat carved out of wood).

Mary: Here it is, see! Now let's play this boy—we'll call him Thomas—is going to take this girl—her name'll be—be—

Florence: Elsie Dinsmore. My sister's reading a book about her.

Mary: All right. Thomas'll take Elsie out in the boat; and let's play Elsie's awful scared and doesn't want to go out very far, 'cause she can't swim, and Thomas just laughs at her and goes way, way out over here, and —

Florence: Thomas wouldn't do that.

Mary / *Janet* Why?

Florence.' Cause yesterday when I was going to jump twelve steps 'cause Johnny Pratt dared me to, Thomas wouldn't let me. He said it was wicked to do things just to show how brave you are.

Mr. Horton, who has been listening to the children, turns impatiently to his wife.

Mr. Horton: That's just it! I tell you it isn't normal for a great, strong boy to reason about things that way. He ought to dare as instinctively as he breathes—his cowardice is a constant mortification to me—I'm going to take it out of him sometime.

Scene II.

(Enter James and Jack Frazier in traveling coat and carrying suit-cases.)

James F. Hello, Henry, old man! How-do-you-do? Hello, Mrs. Horton? You're all looking fit. Whew! it's wet out.

Mr. Horton: Hello, Jim. Glad to see you. How are you, Jack?

James Frazier: Oh, he's all right. He's a tough specimen. See the paper lately? (Drawing one from his pocket.)

Mr. Horton: I've seen it, thanks. Congratulations, Jack.

James Frazier: Pretty good, what? I wish you could have seen him do it —the crowd went wild. His old dad's pretty proud of him,—eh, son? That's why I brought him along.

Mrs. Horton: It must have been rather rough crossing over from Camp Ellis to-day, wasn't it?

Jack Frazier: Well, I guess. Gee!—that little old "Two Brothers" tub just dug her nose into the waves and splashed water all over everything, scared the Two Brothers to death. They said they wouldn't make the trip again. They're cautious old duffers —those Swedes.

James Frazier: Right—O. Jack wanted to steer the boat and they nearly swooned with horror—wouldn't even let him touch their old engine. I told 'em I guessed Jack could rescue the whole boat-load if we got swamped, but it didn't seem to encourage them any.

Jack Frazier: I want a swim. It's a bully day. Tom here?

Mr. Horton: He's over at the Station, but he'll be here pretty soon, and he'll want to swim with you.

James Frazier: I don't know, Henry. Tom isn't very risky, is he? It's a pretty rough sea.

Mr. Horton: He'll be glad to swim with you, Jack. You fellows ought to see which one can go farthest out.

Mrs. Horton: Henry!

Mr. Horton: I say it will be good sport to see which one of you can swim farthest out. You're pretty well matched in strength . . . . . Hello,—here's Tom now.

Scene III.

(Enter Tom Horton, in dripping "slicker" and "sou' wester.")

Tom: Oh,—hello, Jack. Glad to see you, Mr. Frazier. I didn't know you were both coming.

Mr. Horton: You're just in time, Tom. Jack wants you to swim with him.

Tom: Swim? Why, I don't believe we'd better, Jack. I've just been over to the Station, and the Captain says anybody'd be a fool to go out to-day. There's a heavy undertow.

Jack: Oh, come on. I guess we can stand it.

Tom: Think I'd rather not, thanks, Jack. I'll row you in the morning.

Mr. Horton: Why Tom, what's the matter with you? There's not a particle of danger for two great husky lads like you and Jack, there.

Jack: Come along, old man. It's a bully day—one in a thousand. Aren't afraid the rain will spoil your complexion, are you?

Tom: No,—afraid it'll drown my young but flourishing mustache. But, seriously, Jack, it's just plain foolhardy to go out there on a day like this. Captain John Henry says summer people are always getting drowned

here because they're too risky. You can't see the undertow, you know.

The little girls, who dropped their paper dolls at Tom's entrance and have been standing eagerly near him, now crowd closer.

Mary (pulling Tom's sleeve): Tom, will you tell us a story?—Please!

Tom (rumpling up her curls): A story! —what do you want with a story? I'd rather play jackstones.

Mary, *Janet*, *Florence*: All right! Will you play, Thomas?

Tom: After a while. I'm—

Jack: Well, I've had some experience in the water, you know.

James Frazier: That's right. Jack knows what he's about when he's swimming. He wouldn't let you drown, Tom.

Mr. Horton: Don't let a few breakers give you cold feet. If you stand there and talk all afternoon, you won't have time for your swim before dinner,

Jack: Come ahead. I'll beat you into your duds.

Mary (pulling Tom's arm impatiently): Hurry up, Tom!

Tom: No, Jack. I don't want to go to-day.

Mr. Horton (aside to Tom): Don't you see you're making a coward of yourself?

Tom: Well, Father, you know the proverb about discretion and valor. Captain John Henry says it's dangerous out to-day, and he's watched this coast long enough to know.

Jack: Oh, come off, man,—don't preach. Look at those bully waves—listen to 'em boom! Don't they make your muscles ache to get at 'em?

Tom: Not exactly. They sound treacherous to me.

Jack: Oh piffle!

Mary (pulling Tom by the hand): Please, Tom.

James Frazier: Oh, don't urge him, if he's afraid, Jack. I thought probably he wouldn't want to go. He'd rather stay and play with the children, here.

Mr. Horton: If you're a man and not a molly-coddle nurse-maid, you won't stand that. Be a man, son!

Tom (turns and looks steadily at his father):—Well, then,—I'll go,—since you say so, Come on, Jack.

(Exit Tom and Jack.)

SCENE IV.

Mrs. Horton: Oh please, Henry, call him back!

Mr. Horton: What for? There's no danger. How could there be any danger for those two strong boys? Haven't we chewed this subject long enough? —How's the old burg, Jim? The market seems to be going down hill!

James Frazier: Yes, North Butte took a tumble, yesterday. The Sewell people are selling. Have a cigar?

Mr. Horton: Thanks. They are, eh? Looks as if they were losing confidence.

Mr. Horton and Mr. Frazier fall into a business discussion. Mrs. Horton rolls up her lace and sits down by the window, straining to see through the gathering darkness. The little girls begin to pick up their paper dolls.

Janet: It's too dark to play any more.

Florence: I wish Thomas had stayed here. He would have told us stories.

Mary: Let's ask Mrs. Horton to play "Little Sally Water" on the piano.

Florence, *Mary*: All right!

Mary: Mrs. Horton?

Mrs. Horton: (absently) Yes?

Mary: Will you play "Litt[illegible] Water?

Mrs. Horton: Play? (lo[illegible] of the window a moment, anx[illegible]sly, then—) Yes.

Mary, *Florence*, *Janet*: Oh, goody, goody!

Mary: You can be "Sally" first, Florence.

Mrs. Horton plays the air several times, but keeps getting the music more and more confused. The children are surprised at her mistakes, but do their best to dance and sing the game. At last Mrs. Horton stops despairingly.

Mrs. Horton: I can't play to-day, children. . . . . Henry?— The boys have been gone a long time,—and it's very dark.

Mr. Horton: (impatiently,—his mind being occupied with business affairs) What's that you say? Oh, they're all right. There's no danger. I tell you. They've hardly been gone half an hour . . . . . I tell you, Jim, I don't think the Gugenheims are playing square.

Mr. Horton continues his discussion with Mr. Frazier, and the children gather around Mrs. Horton again.

Mary: Please play some more, Mrs. Horton. We don't mind the mistakes.

Florence / *Janet* } Please, Mrs. Horton!

Mrs. Horton goes to the window again and looks out, then returns to the piano and tries to play. The children sing and dance until they are interrupted by the entrance of John Henry.

SCENE V.

(John Henry hesitates in the doorway.)

Mary: Oh, here's Captain John Henry! Will you tell us stories, Captain?

Mrs. Horton: Oh, Captain Bunker, what has happened?

(Captain Bunker enters the room and pulls off his cap thoughtfully. Mr. Horton and Mr. Frazier rouse themselves.)

Mr. Horton: (coming forward): Good evening, Captain. Jove! You're rain-soaked. Here, have a cigar.

John Henry: Thank ye—Guess I won't smoke to-night— Howdy, Mr. Frazier . . . . did ye—just come to-day?

James Frazier: Howdy, Captain! Yep, just came to-day. Thought I'd bring my boy where there's some good swimming. He's a great swimmer, Captain. Have you seen a New York paper recently?

John Henry: No, I ain't seen—the paper.

James Frazier (takes paper from the table and hands it to John Henry): No? Well, here it is— Um-m—let's—see—Here, read that!

John Henry: Uh—huh—yes—that's—

James Frazier: Pretty good, eh? Oh, he's—quite an old salt! Ha! ha!—By the way, the boys are out now. Didn't see them as you came along, did you? Must be about time for them to be getting back.

John Henry: Yes, I seen 'em— I—seen one—that is,—you see—it's dark.

Mrs. Horton (who has been watching the Captain in fascination): Oh, Captain Bunker, don't hesitate; don't hide it. Tell me what has happened!

John Henry: Now, Mrs. Horton—don't you—worry. We've got a—fine crew—there at the Station. Why—last year—there was a—turrible wreck off Wood Island—and—our men—jest went—right out and hauled 'em in. Saved—every one.— One man was dead—but we saved him. We won't have no trouble at all findin' the body—leastways I—I—didn't mean—to say—I mean—I—

Mr. Horton: Good Heavens, man! What are you talking about? Are the boys—?

John Henry: Jest one of 'em, sir.

Mrs. Horton: Oh Tom! (Falls back into the chair, unconscious. The men in their agitation pay no attention to her)

John Henry: There,—I ain't broke the news like I'd oughta. Ye see—sir—one of 'em tried to help t'other,—I guess—and he went under. . . . —Leastways—we found jest—one of 'em on the shore—and—when he come to—he said there'd been two. The men—are—bringing him in, sir.

Mr. Horton: Which one went under? Speak up, man!

John Henry: T'other one, sir (mumbling to himself)—an' I was jest—tellin' Tom this afternoon—the water wa'n't fit for swimming to-day. . . . . He always appeared such a sensible sorter chap—

Mr. Horton (after a moment of surprised silence): . . . Your boy, Jim?—Oh, I'm sorry, old man!—(aside) Thank God, it's not Tom! It might have been Tom—I sent him out in this rough sea—and Jack went down—Jack!—Tom's a good swimmer!—better than Jack!—Why—didn't he save Jack?—he—shouldn't have let him drown—if he's a man,—But he's safe—Thank God for that!

James Frazier: (dazed) Jack? Oh, it can't be Jack. He's—why—he swam from Coney—don't you know?—He's a good swimmer—he could save Tom and—himself too—My boy?—Oh Jack! . . .

SCENE VI.

(Enter two men in Life-saving Crew uniform, supporting Jack Frazier.)

Mr. Horton: Jack?!!!—Then Tom—My Tom?—Oh, my God, I've killed him!—

James Frazier: (grasps Jack by the arms and stares at him dazedly)—Jack, son, I thought it was you.

Jack: Tom saved my life, Father.

Mr. Horton: Tom saved your life?! Oh my brave boy—and you let him drown—coward! But I killed him—Don't you see—I sent him out—

Jack: That's what he said. When we got out there—it was so rough I said let's not—but he said he had to go—you sent him. And then—Oh, don't sir—I'm sorry—I didn't mean it—I—

Mr. Horton: Oh, God!—I've killed my son!—I drove him out!—I thought it was safe—I've killed him—Don't you see—I've killed my son!—

First Life-saving Man: Better take him out—he's raving. It hits 'em that way sometimes.

Second Life-saving Man: Ay. There's a lady keeled over, too. We'd better get somebody to look after her.

(Exit men, leading out Mr. Horton, who is still raving incoherently.)

CURTAIN.

PAGAN SONG.

I know not whence I came, nor where I go,
Enough it is that these three things I know.
The soft warm blowing of the western
wind,
The westward driving of the cold, gray
rain,
The scent of sun-steeped fields and dewy
roads,
And smell of dank salt-marshes,—joy and
pain,
And passionate desire and suffering,
Full-blooded, throbbing, keen reality,
Ethereal, winged dreams, and stubborn
strife—,
What reck I of immortality?
I know that this is life, that I am I,
And mine the gift to live ere yet I die.

ELIZABETH R. HIRSH, 1914.

A PLEA FOR GHOSTS.

ALMOST flagrant instance of the mishandling of ghosts in fiction has driven me to take up my pen in their defense. It must have long been apparent to all considerate litterateurs that of all the faithful servants who wait upon the pleasure of the insatiate novel reader, none are so abused and mistreated as the ghosts. I say this must have been apparent, yet in all these long centuries of supernatural manifestations, from those of Vergil to those of Mr. Henry James, no voice has been raised in behalf of this long-suffering race. But Mrs. Mary Wilkins Freeman, in a series of stories called "The Wind in the Rose-Bush," has laid on the proverbial final straw. The back of the ghost—if we may assume it to be a "gaseous vertebrate" and speak of its back—is broken, and I, as its representative, protest.

I protest first against the assumption, not confined to Mrs. Freeman, that ghosts are common property. This is a fallacy I can hardly condemn too severely. The aspiring writer, who wishes to embellish his tale with that récherché touch of mystery which only a ghost can give, fondly imagines that it is only necessary for him to say, "Go to, I will have a ghost," and, presto! the ghost is his to command. He does not realize how impossible it is for a ghost obtained in such a fashion to be genuine, and that what he is really using is either a direct plagiarization or else a weak imitation. To the initiated it is very evident that many who use ghosts have no more right to them than Americans have to ancestors.

It would be easier to forgive this wholesale appropriation of ghosts on the part of writers if they were only considerate of their stolen property. But no, the helpless ghosts are no better than mediæval serfs or Greek slaves, rather worse, for neither money nor death can buy their freedom. They must serve every caprice of their masters, becoming the unwilling harrowers of innocent souls, spiritualistic hair-raisers, or else the excuse for all kinds of ridiculous absurdities. Fancy how a meek spinster ghost must shrink from being made to walk corridors until the unfortunate inhabitants have all died or become insane! How painful to the dignity of a Duke of Wellington to have to do vanishing stunts at the bidding of some paper-backed novelist! I suppose this idea of the absolute ownership of ghosts is akin to the conception of the genii in the "Arabian Nights," but it is not so justifiable, since by the acknowledged theory of "Death the Leveller," all ghosts "are born free and equal," and mortals can prove no power over them. Here, too, is a curious inconsistency, in that the authors who think their ghosts most harrowing and awe-inspiring to others are the very ones who take the most liberties with them. How can any writer expect a wraith to inspire terror in others when it fails to command even respect from him?

For an example of the liberties taken with defenceless ghosts, Mrs. Freeman makes a poor little five-year-old wander around in a thin nightie on the coldest of nights, and at very unseemly hours for ghost-children to be out. As if this were not enough, she must carry up-stairs heavy fur-coats, wipe dishes, and even fill the wood-box. And the only traceable purpose in her doing all these things is that a very good, healthy woman may die, and give the child-ghost a substitute mother-ghost. I heartily hope that the latter kept the little one at home of nights thereafter.

If we thought that all the ghosts we read of as having caused deaths were free agents, what a large number of malignant ghosts there must be! But in most cases it is evident that the ghost is merely the helpless tool. A wicked ghost would have no desire to add to the burden of his crimes, and assuredly a good ghost would not commit murder. No, the ghosts are in this, as in other cases, the victims of illogical caprice.

Perhaps the most inexcusable treatment of ghosts, and certainly that in the worst taste, is their exploitation for the sake of the sensation. Authors use them like those machines where you drop in a penny, press a button, and get a shock. There is no reason why you should want a shock, nor does it do you any good, but some people enjoy it. Thus a great many writers

put ghosts in their stories not because they have a right to them, or because they help the story, but because they like the ticklish sensation that the mention of a ghost gives. Mrs. Freeman gets together a very elaborate paraphernalia of unexplained phenomena; shadows of clothes on the grass when no clothes are on the line; odor of boiled dinner when the real dinner is baked; and a general smashing of mirrors when no cause is visible and nothing else is affected. Having gotten her human characters—and presumably her readers—keyed up to the properly strained pitch, she marshals a whole company of perfectly good ghosts into the room, and then out again by way of the wall. That is all. And the only possible reason that a most diligent search reveals is that an honest, thrifty man may be forced to sell his house at a pecuniary loss. It is difficult to see what either Mrs. Freeman or the ghosts had to gain by Mr. Townsend's loss of a few thousand dollars. Of course, these poor ghosts furnish us with a story, and perhaps we ought to allow their use under the plea of "Art for Art's Sake." But there is no valid excuse for making them go out through the wall. We all know that it is the privilege of ghosts to go through walls and such mortal barriers, but to do so when other modes of exit are open, savors of boastfulness, a desire to "show off," and is an indelicacy of which I cannot believe a well-bred ghost would be guilty. We may safely lay the blame on the writer. In this respect Mrs. Freeman is not the sole transgressor. There is a tendency in all writers about ghosts, even the most considerate and sympathetic, to make much of the special prerogatives of these spirits. Among ghosts, as among mortals, there are always those who enjoy doing their stunts on all occasions, but many sensitive souls, like the talented guests of persistent and tactless lion-hunters, must find it extremely hard.

If it is painful to the delicate ghost to have his privileges unduly stressed, it is equally painful to him to have them usurped by freebooters. Yet there have been those so bold and shameless as to rob these innocent beings of their prerogatives, and transfer them to pet characters. The sudden appearing and vanishing, that "Now-you-see-me-and-now-you-don't" quality, which is the very ear-mark of a ghost, has been deliberately stolen by Ann Radcliffe and conferred by her upon that particularly horrid spy and traitor priest in "The Italian." I have a grudge against him, aside from his disagreeable character, because I felt confident that he was a genuine ghost, and was bitterly disappointed when I found him to be human and accountable. Much ghostliness may be forgiven a Jesuit priest, but this overstepped the limit and I felt it to be truly "the most unkindest cut of all."

Over against this unkind treatment of ghosts I am glad to be able to set some examples of most courteous treatment. Shakespeare, who could not fail to do the right thing, shows all respect for Banquo's ghost, and that of Hamlet's father. These two have a task to perform, one in keeping with their lofty natures, and command from all a seemly admixture of attention and deepest awe. The wraith of the murdered king of Denmark is beheld by the soldiers with all the reverence due a king and a supernatural being. There is nothing flippant or undignified in his behavior, his reception by mortals, or Shakespeare's attitude toward him. This is equally true of the ghosts of Cæsar and Banquo. Any ghost would, I am sure, be proud to serve Shakespeare, feeling sure of perfect comprehension and treatment worthy of his nature. Among modern writers, Mr. Zangwill seems to have a true idea of what is due the ghost from one who utilizes him. His "Double Barrelled Ghost" has a perfectly natural reason for returning to earth, the rescuing of a bankrupt descendant from ruin, and putting into his hands potential fame. He reveals to the properly awestricken young man a hidden manuscript, written by himself, which proves to be a social document of Dr. Johnson's time, that great man the envied center. His work done, he departs, leaving his descendant to enjoy unmerited fame. This old gentleman is by far the most altruistic ghost I have met, yet, to show that he is perfectly normal, a strain of malice toward "the great lexicographer" is mingled with his more worthy motives.

Mr. Zangwill's ghost is naturally an English family ghost. The family and the house ghosts are the true legitimate ghosts, and the union of the two types in one gives us the ghost par excellence.

The finest specimens of these types, and, in my opinion, the only really authentic ones, flourish in England. All other ghosts are "sports." They must have some ulterior motive in visiting the earth, else their appearance is not justified, and in nine cases out of ten they could be proved fabrications. A legitimate American ghost is an anomaly. But an English ghost is the most natural thing in the world. The Englishman had much rather haunt his halls and his descendants than seek other bournes of departed spirits. The very name of English ghosts calls up visions of powdered and ruffled wraiths pacing dark panelled halls; of pomaded and patched apparitions carrying lighted tapers up winding stairways.

Ghosts of children are legitimate in next degree to grown-up English ghosts. Having lived such a short time on earth, they are more likely to want to come back, but they should not be made to do disagreeable tasks, as was Mrs. Freeman's little innocent. A child that had suffered so much would probably not care to return to the scene of its misery. But the ghosts of unborn children, such as Mr. Kipling so charmingly pictures in "They," are the nicest of all spirits, because they are all pure joy and laughter.

True appreciation the ghost has found in some degree, but there are many abuses which aspiring writers fall into, as we have seen, and which I would fain see done away with in future. The safest rule is never to use a ghost whom you do not know personally, and not even him without his consent. If you have not the pleasure of numbering a ghost among your acquaintances, there are many other devices for getting a little mystery into your tale. Such, for instance, are the inexplicably ubiquitous kittens so excellently utilized by Mr. Kipling in "The Sending of Dana Dha," a quite satisfyingly mysterious story. If you demand a more titillating device, "The Cloister and the Hearth" contains a suggestion for artificial ghosts. The fuller development of this idea in Mr. Conan Doyle's "Hound of the Baskervilles" proves that for producing cold chills and other eerie sensations nothing surpasses a judicious use of phosphorous.

If, however, you know a ghost, and he has no objection to being utilized, be sure to treat him in a manner worthy of yourself and of him. It will help you to remember that it is a great and rare honor to be intimate with a ghost. As long as you keep this in mind you cannot fail to be courteous toward him. In your relations with him, always consider what would be your feeling, if you were a ghost, under similar conditions. And above all, don't make him a bogie. It must grieve ghosts to have people run from them. Alice-for-Short is not afraid of the "lidy with spots," wherein Mr. De Morgan shows his understanding and good sense. I shall never write a ghost-story, because the only ghost I ever knew, that of a favorite black cat, was rendered distasteful to me by my nurse, who, in common with many more distinguished people, held to the fallacy that ghosts are horrible creatures, and that every man's hand should be against them.

AGNES ROCKWELL, 1912.

IBYKOS.

O bird-named singer of the dawn,
  Of youth and springtime and of flowers,
  You gave your songs unto the hours,
And with the hours, are they, too, gone?

No radiance of your morning stars?
  No bright Euryalos' glad grace?
  No glowing-eyed Cassandra's face?
No fair young Gods, Apollo, Mars?

Of all your dawn songs not one breath.
  You who sang blithe as your own bird
  Have left us but a single word,
"There is no medicine for death."

ELOISE ROBINSON.

SENSE EPITHETS IN SWINBURNE'S ATALANTA IN CALYDON.*

SWINBURNE'S Tragedy of Atalanta in Calydon is rich in sense epithets. Each class of sense experience is represented, and the proportion is much the same as the proportion which exists among the sense images in the ordinary experience of most of us: the visual predominate, and the gustatory and olfactory are least frequent.

The most effective and second most numerous (if the class be taken as a whole) are the tactual-motor. Their force is intensified by the motion of the poetical rhythm, but they are also very powerful in themselves. The visual epithets are constantly adding their effect to the tactual-motor. In the combination: "Swift white feet," for instance, the "white" hardly stops to give a distinct image of colorless light, but by its sound intensifies the effect of the epithet "swift." Some of the tactual-motor words are chosen as few poets would know how to choose them, as this of the runner: "Springing muscle and shortening limb," and the following: "A tightening throat," "with gathered sinews," "loosening knees," "back-blowing torch."

The auditory epithets are scarcely second to the tactual-motor in the exactness and the compelling nature of the images they suggest. With two possible exceptions they indicate noise rather than musical tone, the exceptions being: "laughter of little bells," and "sonorous cymbals." Some epithets are a mixture of elements where the auditory certainly play a part, as, for instance: "the running sea," "windy places." Then there are the purely auditory examples of unmusical sound, ranging from the gentlest to the most boisterous: "laughing leaves," "the roaring west," "rushing water," "clamorous arms."

The visual epithets—less extraordinary and striking than the tactual-motor, are, however, numerous and beautiful. Each order of colorless light is represented, black and white being frequently set against each other to make each the more absolute: "Night, a black hound follows the white faun, day," "black flowers and white." Of the colors, red is most frequent and splendid: "a long sea fiery from thy feet," "reddening flakes," "sanguine shining steam," "rose-cheeked hours," "blood red and bitter of fruit." Yellow and green occur, but usually in the simple adjective, so that the effect is paler than "fiery," "sanguine," and "blood red" are: "yellow sea," "yellow flowers," "yellow hair," "golden-girdled bee:" and: "wan green places," "virginal green sea." Blue occurs once: "blue sad fields," purple twice, without emphasis: "white or duskier violet," and "purple," the simple adjective. And brown appears in this phrase: the "brown bright nightingale."

The number of the gustatory epithets and the beauty of the few olfactory ones come as a surprise. All the four elemental gustatory experiences are expressed: sweet, salt, sour and bitter. The word "sour" is not used, but "sharp" twice means sour as shown by the context which puts it in contrast to "sweet."

"Lest the day
Turn sharp with all its honey in our lips:"
"The wine of time made sharp and sweet."

The olfactory epithets suggest remarkably clear and inevitable images: "sweet grass," "vine-chapleted, with savours of the sea," "heavier hyacinth," "fragrant from the rains."

Besides the adjectives presenting sense qualities there are those which lay emphasis more especially upon the intensities, as, for instance: "dimmest height of trembling heaven," "bright points," "darkest ivy buds," "bright sun and moon," or, of auditory experience: "a faint grave laugh."

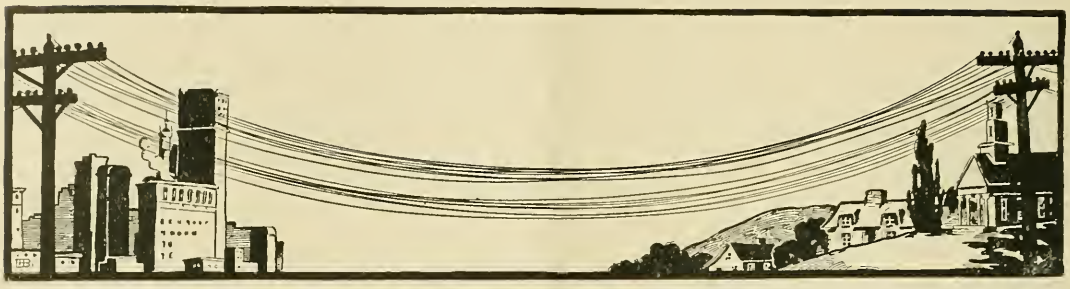
The proportion in which the different sensational elements are represented in the two thousand two hundred seventy-one verses of Atalanta in Calydon is shown by the following count which aims at completeness:

Visual: 115
Auditory: 23
Olfactory: 5
Gustatory: 28
Of Pressure: 74
Of Pain: 7
Of Temperature: 16
Of the cutaneous complexes wet and dry: 7

[There followed a catalogue of the sense epithets in Atalanta in Calydon.]

SUSAN W. WILBUR, 1913.

*This paper was prepared for Course I in the Department of Philosophy.



ALUMNÆ DEPARTMENT.

SUSAN MARIA HALLOWELL IN MEMORIAM.

At the meeting of the Academic Council on February second, the following resolution was adopted:

Our colleague, Miss Susan Maria Hallowell, Emeritus Professor of Botany, was called to her reward, December 15, 1911. The annual calendar of our College will never again have on its list of Officers of Instruction and Government any name which has adorned it continuously since the opening in 1875.

When the Founder of the college made up his first Faculty, he searched the educational world for teachers of personality and scholastic promise, and, while they were under appointment, often opened the way for them to pursue their subjects in the most inspiring atmosphere. His attention was called to Miss Hallowell, who in her twenty-three years of experience had made a rare reputation as a teacher who not only herself embodied high ideals of scholarship and character, but had unusual power to impress these ideals upon her pupils.

She accepted the appointment of Professor of Natural History in 1875, but, before entering upon her duties, she recognized that her field was too broad, the department of Zoology was created under another leader, and she confined her efforts to botany. In 1873, the great master and greater teacher of natural science, Louis Agassiz, opened the first summer school of natural history at Penikese Island in Buzzard's Bay. Thither flocked scores who were to be the teachers of a generation. To mention the names of the students of Agassiz at Cambridge is to mention the names of the most famous naturalists of the last quarter of the nineteenth century. Fortunately Penikese extended his inspiring influence to a few women also, among whom was Miss Hallowell.

Whittier's poem, "The Prayer of Agassiz at Penikese," so perfectly expresses not only the spirit of the great master, but the spirit of his student, Miss Hallowell, in all her science work at Wellesley that it may be fittingly quoted in this minute.

"Said the Master to the youth
'We have come in search of truth,
Trying with uncertain key
Door by door of mystery;
We are reaching, through His laws,
To the garment-hem of Cause,
Him, the endless, unbegun,
The unnamable, the One
Light of all our light the Source,
Life of life, and force of force.
As with fingers of the blind
We are groping here to find
What the hieroglyphics mean
Of the Unseen in the seen,
What the Thought which underlies
Nature's masking and disguise,
What it is that hides beneath
Blight and bloom and birth and death.'"

Asa Gray, the famous botanist of Cambridge, was then in the height of his powers. After the manner of the greatest he was kind as he was wise. He became the warm friend and helper of Miss Hallowell in her new constructive work.

The earliest students remember how the departments of Botany and Chemistry shared the lecture room in the fourth floor center and a room on the same floor near the east end stairway for a storeroom and place of preparation. Retorts, test-tubes, and chemicals were pushed back daily to give place to microscopes and flowers.

In one of the earlier years the most distinguished of English botanists, Sir Joseph Hooker, visited the college, and was taken to classrooms and laboratories by Mr. Durant. This visitor commended highly the success with which Miss Hallowell was working out with her classes the method of research in the laboratary. He expressed the opinion that drawing of specimens sufficed for all but flowers; and he said that in England *research* students in botany were taught water-color painting. With characteristic generosity Mr. Durant, to her great joy, permitted Miss Hallowell to send all the *first year* botany students to the Art Gallery (the present geology laboratory on the fifth floor) for a weekly lesson in painting under Mrs. Wellington, the teacher of art.

Miss Hallowell labored untiringly to build up the library and collections for her department. She visited all the leading colleges, listed all appliances and books she coveted for Wellesley, and by the generosity of Mr. Durant she was able to purchase costly books and illustrative apparatus, so that when the department moved in 1881 to more ample quarters in Stone Hall, the shelves of its library and its cabinets were filled with books and collections almost unexcelled in the country.

In 1886 the enlightened generosity of Professor Horsford established the sabbatical grant. These grants were to be a means of refreshment and enlargement which come only from change of sky, and the recipients were to go abroad. Miss Hallowell was one of the first to enjoy a sabbatical year. At that time no university of Europe was open to women. Professor Horsford, from his own study abroad and his long tenure of the chair of chemistry at Harvard, had a wide continental acquaintance. His letters of introduction made it possible for those professors of Wellesley who earliest enjoyed the sabbatical year to be received as a kind of exceptional curiosity into the lecture rooms and laboratories of the German universities, and it may be justly said that the presence of Miss Hallowell and other Wellesley professors in these universities did something to create respect for women scholars and to disarm prejudice. Professor Gray also gave letters of introduction to Miss Hallowell, and in the year 1887-1888 she studied as the guest of Professor Kny in the botanical laboratories of Berlin, and later in other universities.

Miss Hallowell's students and colleagues bear witness to her intellectual ability, indefatigable industry and capacity for work, to the influence which her reverent attitude had upon them, to her ability as builder and administrator, offices to which her pioneer place in the college obliged her to give much energy. Many testify that she helped them by her sympathy and love, and not a few instances have been revealed of her silent aid to students struggling for an education.

Her pleasant voice was an indication of her character of gentleness and firmness.

The following facts should be put on record:—

Miss Susan Maria Hallowell was born in Bangor, Maine, August 25, 1835.

She taught in Portland and Bangor, Maine, from 1853 to 1875.

She held the title of Professor of Natural History at Wellesley College from 1875 to 1878; of Professor of Botany from 1878 to 1902.

After her retirement until her death she lived near the college with her intimate friend, Miss Horton, the first Professor of Greek at Wellesley. During this time she was to all of her former colleagues and students who called on her a shining example of Christian fortitude in afflicting physical circumstances.

"To live in the hearts we leave behind is not to die." Miss Hallowell lives in the hearts and lives of hundreds who enjoyed her friendship.

SARAH FRANCES WHITING,
Signed: ELLEN LOUISA BURRELL.
MARGARET CLAY FERGUSON.

OUR LADY OF THE FLOWERS.

The tidings of the death of Professor Susan M. Hallowell have brought tender and grateful memories to the thoughts of many an alumna. Her relation to Wellesley college began with its beginning and twenty-four classes came and went during her active service.

To each class its own quadrennium is happily the golden age of the college.

For the pioneers of the first decade this conviction is founded upon the joy of novel adventure and the intimate fellowship which it was their privilege to have with the founders and the Faculty of the young institution. With the increase in numbers, in buildings, in intensely specialized scholarship among the Faculty, and in self-government in the student body, the simplicity of the early days, still cherished in spirit, has surrendered in outward form to the multiplicity of the present. In that simplicity, in plain living and high thinking, Miss Hallowell found a most congenial atmosphere. Her devotion to the college and to its ideals overflowed the bounds of her department into the lives of the girls who gathered about her in eager friendship and to whom she was ever unconsciously teaching lessons of gentleness, of serenity, and of steadfast loyalty to the supreme motive in scholarship and in life.

The foundations of the new college were broadly laid. The large place which the natural sciences were destined to have in modern education and in the service of the world was clearly foreseen by Mr. Durant and he provided at the outset extensive laboratory equipment quite in advance of the times. The thronging classes in the department of Botany, over which Miss Hallowell presided, found the requisite tools at hand for individual investigation, including valuable microscopes and models. The fields and woods of the college yielded abundant and even rare specimens for the required herbaria. Art also was summoned as a handmaid of Science; to each student of Botany was offered, by a course of instruction in the water-color painting of flowers, the opportunity, more or less successfully improved, to "hold the mirror up to nature." Quickened powers of observation resulted,—no doubt, the purpose of the course.

Upon the broad foundations Miss Hallowell and her successors, each of whom had been her pupil, her associate, and her beloved and devoted friend, have built wisely and strongly and the department which they have ably administered has taken high rank among scientists,—an honor to the college.

Miss Hallowell was conservative in counsel; she loved the old, familiar paths. Beneath the quiet manner there burned a passionate zeal for the spiritual ideals which are at the heart of the college. Gentleness like hers is grounded upon a steadfast spirit which chance and change do not disturb. When in recent years the blossoming forth of academic dress made a pageant of our great occasions, the badges of scholarship seemed to her foreign to the simplicity of true learning and she walked bravely in the Commencement procession, wearing the little bonnet which henceforth became a distinction. We loved her for her fidelity to the principles which we all cherish, though to us they were maintained by the uniformity of academic attire rather than the often distracting variety of apparel in a company of women. To the modesty, the sincerity, the dignity of the true scholar every day of Miss Hallowell's life bore witness. The gentle presence, the rich, low voice, the affectionate glance, the merry twinkle of the eyes, the delicate sense of humor, the reserve and reverence in her strong nature, the warm handclasp, the true-hearted friendliness,—these are memories whose fragrance will not fade.

When the years brought to her the burden of pain and feebleness, its weight was lifted by the ministry of a friendship sacred in its power of unmeasured devotion.

Through the path of suffering and of mystery she has entered

"the everlasting gardens,
Where angels walk and seraphs are the wardens;
Where every flower, brought safe through death's dark portal,
Becomes immortal."

LOUISE M. NORTH, '79.

SUSAN MARIA HALLOWELL.

(Written for the Botanical Gazette.)

Susan M. Hallowell was born in Bangor, Maine, on August 25, 1835, and died December 15, 1911, at Wellesley, Massachusetts.

From childhood, Miss Hallowell loved study and was a lover of nature. She began her profession of teaching as soon as she was graduated from the high school. At that time institutions for the higher education of women were unknown. For more than twenty years she taught in the Bangor High School, continuing, as best she could, her self-education. But her

thirst for knowledge could not be thus slaked. She longed to come into touch with the great masters of thought, and so, while still a teacher in the high school, she found her way into the laboratories of Agassiz and of Asa Gray. These educators recognized the rare genius and power of this young woman and it was through their recommendations that, in 1875, she was appointed Professor of Natural History in Wellesley College almost before the corner-stone of the first building of the new college was laid.

With that indefatigable zeal so characteristic of her whole life, she began the work in preparation for the new position. She went from college to college, from university to university, studying the scientific libraries and laboratories. At the close of this investigation she announced to the founders of the college that the task which they had assigned to her was too great for any one individual to undertake. There must be several professorships rather than one. Of those named she was given first choice, and when, in 1876, she opened her laboratories and actually began her teaching in Wellesley College she did so as Professor of Botany, although her title was not formally changed until 1878.

As soon as the newly founded department could be spared her immediate guidance, she went to Europe for further study. Here again she found the universities closed to women students. In that quiet, but persuasive manner so characteristic of her, she applied for admission to the University of Berlin, and was the first woman to be admitted to the botanical lectures and laboratories of that university. At the age of sixty-seven, Miss Hallowell retired from active service in the college and was made Emeritus Professor of Botany in February, 1902.

Professor Hallowell was a pioneer in the higher education of women—the first and only woman to have organized and maintained at a high degree of efficiency, for more than twenty-five years, a department of botany. The foundations which she laid were so broad and sure, the several courses which she organized were so carefully outlined, that, except where necessitated by more recent developments in the science, only very slight changes in the arrangement and distribution of the work in her department have since been necessary. In addition to the providing of general equipment for the laboratories, much time was devoted to the developing of the herbaria and to the securing of other illustrative material. She organized and built up a botanical library which from the very first was second to that of no other college in the country, and is to-day only surpassed by the botanical libraries of a few of our greatest universities. With an enthusiasm that never failed, and a persistence that knew no defeat, she gave herself to the working out of her ideals in scholarship and in life.

Gentle and dignified in manner, sympathetic and generous of heart, rich in her knowledge of nature, with a rare felicity of expression, and with that humility and reverence which characterize the true lover of nature and nature's God, she inspired and enriched the lives of her pupils and associates.

Professor Hallowell was not a productive scholar, as that term is now used, and hence her gifts and her achievements are but little known to the botanists of to-day. She was pre-eminently a teacher and an organizer. Only those who knew her in this double capacity can fully realize the richness of her nature and the power of her personality. Her work will not be immortalized in cold bibliographies, neither will it be writ alone in the hearts of those for whom and with whom she labored, for she touched life to nobler issues. With her death there has passed from us another of that constantly diminishing group of rare students and teachers who have contributed so largely to the dignity and permanency of higher education in America.

MARGARET C. FERGUSON.

THE WELLESLEY GRADUATE COUNCIL.

The Wellesley Graduate Council held its first session from the afternoon of February third until the afternoon of February fifth. In order that such a body shall be most valuable to both the college and the alumnæ, its organization must necessarily be slow. The Princeton Graduate Council so ably described by Mr. H. G. Murray, its secretary, at our opening

session, spent two years in developing the wonderfully effective organization which it now is. Therefore, there is every congratulation to be extended for the results of this first session which has taken a long step forward toward its ultimate purpose.

Many discussions on topics important to both college and alumnæ were held. Important committees were formed. These make their reports to the Council at its second session in June, at which time definite work will be planned for each committee. They consist of the Executive, that on the plan for the organization of the Council, the Finance, that for the organization of Wellesley clubs, and the Publicity. The Committee on the Organization of the Council is to consider a definite plan which it hopes can be put into effect in June. The Finance Committee is to suggest plans for the financing of the Graduate Council, the Committee on Wellesley Clubs to co-ordinate existing clubs and to consider the drawing up of a uniform constitution in the formation of these clubs, and the establishment of clubs in sections of the country where such do not now exist, and the Publicity Committee is to consider the proper avenues for the publishing of College news, to watch for adverse criticism, and to combat it in the best ways. These three committees are to be appointed by the Executive Committee.

At the close of the session it was voted that thanks be extended to Mr. Murray for his generous gifts of time and knowledge, and to President Pendleton, Miss Tufts and the officers of the administration for their kind entertainment and hospitable treatment during the two days of our visit to Wellesley, and a vote of loyalty was heartily expressed for Mrs. Durant by a double show of hands.

Those present at the Council were:

President Pendleton, '86, and Acting-Dean Chapin.
Miss Katharine Lee Bates, '80, Professor of English Literature.
Miss Alice V. V. Brown, Professor of Art.
Miss Mary W. Calkins, Professor of Philosophy and Psychology.
Miss Katharine M. Edwards, Associate Professor of Greek and Comparative Philology.
Miss Sophie C. Hart, Professor of Rhetoric and Composition.
Mrs. Mabel R. Hodder, Instructor in History.
Miss Laura E. Lockwood, Associate Professor of English Language.
Miss Alice Robertson, Associate Professor of Zoology.
Miss Martha H. Shackford, '96, Associate Professor of English Literature.
Miss Alice Walton, Associate Professor of Latin and Archæology.
The retiring Executive Board of the Alumnæ Association.
Miss Ruth S. Goodwin, '98.
Dr. Ruth W. Lathrop, '83.
Miss Jennie R. Beale, '96.
Miss Anna Palen, '88.
The 1910-12 Executive Board of the Alumnæ Association.
Mrs. Frances Scudder Williams, '85, President of the Council.
Miss Bertha Bailey, '88.
Miss Florence S. M. Crofut, '97, Secretary of the Council.
Mrs. Helen Damon Smith, '98.
Mrs. Mary Gilman Ahlers, '88.
Councillors elected by Wellesley Clubs:

Boston —
- Miss Alice W. Stockwell, '04.
- Mrs. Maud Dean Symonds, '84.
- Mrs. Alice Campbell Wilson, '95.

Buffalo—Miss L. Gertrude Angell, '94.
Colorado—Proxy, Miss C. Louise Steele, '06.
Detroit—Proxy, Miss Laura M. Dwight, '06.
Hartford—Miss Jessie C. McDonald, '88.
Kansas City—Mrs. Louise B. Freeborn, '99.
Minneapolis—Miss Caroline W. Dayton, '06.
New Haven—Miss Hetty S. Wheeler, '02.

New York—
- Miss Mary M. Crawford, '91.
- Miss Charlotte G. Marshall, '98.
- Mrs. Sarah Woodman Paul, '81.

Pittsburgh—Miss Mary B. Gilson, '99.
Rochester—Miss Linda D. Puffer, '91.
Rhode Island—Miss Helen M. Capron, '98.
Springfield—Miss Christine Myrick, '11.
Syracuse—Miss Marjorie S. Lipe, '10.
St. Paul—Mrs. Mary Harriman Severance, '85.
Washington—Miss Frida M. Raynal, '97.
Worcester—Mrs. Bertha Thayer Flint, '04.

The Alumnæ Editor—Miss Bertha March, '95.

The programme is given in full:

SESSIONS.

A. February 3.

I. Saturday afternoon 2-5.30.

2-3. Inspection of new buildings.

3.30. Opening session. Faculty Parlor, College Hall.

Greetings—Frances Scudder Williams, President of Graduate Council.

Value of Graduate Councils.

To Wellesley—A Welcome and a Prophecy—President Ellen F. Pendleton.

To Smith—Results of the Smith Alumnæ Council—Professor Mary W. Calkins.

To Princeton—Value, Scope and Methods of the Princeton University Graduate Council—Harold Griffith Murray, Secretary.

4.30-5.30. Informal Reception.

II. Saturday evening, 7.30. Business meeting.

a. Roll call of members.
b. Appointment of committees.
c. Wellesley Interests.
1. What do the alumnæ want? L. Gertrude Angell, Jessie Claire McDonald.
2. What are the duties and responsibilities of Wellesley Clubs? Florence S. M. Crofut, Secretary.
3. How may the Faculty and Alumnæ co-operate? Professor Sophie Chantel Hart, Professor Katharine Lee Bates.
4. Shall we have our own Alumnæ Magazine? Bertha March, Alumnæ Editor.
5. Favorable localities for the formation of Wellesley Clubs.
6. Work and aims of our Alumnæ Trustees. Elva Young VanWinkle.

B. February 4. Sunday.

Chapel Service. Vespers. Informal Gathering.

C. February 5. Monday. Business meeting.

I. 9.30 A. M.

a. Roll call.
b. Plan of the Council.
c. Reports, elections, etc.
d. Suggestions for possible committees. Finance, Class Records, Wellesley Clubs, Preparatory Schools.
e. Proposed additions and changes in the Constitution:
1. Shall the date of the February meeting be changed to January to accommodate the Alumnæ Trustees?
2. Shall each councillor serve on a committee?
f. Recommendations.
g. Topics suggested for discussion:
1. Shall the number of students at Wellesley be restricted to one thousand?
2. Method of electing an Alumnæ trustee.
3. General expenses of the Council.
4. Shall all members of the Alumnæ Association pay an annual fee of one dollar?
5. Shall the alumnæ consider any plan of raising money for buildings so that all undergraduates may be housed on the campus?

THE SESSION OF SATURDAY AFTERNOON.

The first session of the Wellesley Graduate Council was opened by the President of the Council, Mrs. Frances Scudder Williams, '85, with these words of welcome:

"Before I give my simple words of greeting, I want to express my congratulations to you all and my gratitude that it has been made possible for us to meet here together to study and plan for the interests of our college.

The first greeting of the Council comes to our Alumna President whose presence is so welcome. Student, Alumna, President. Who is better fitted to advise us and to give a sympathetic as well as intelligent co-operation? We are proud of her splendid judgment, her sense of justice, her truthful, practical devotion to high ideals. To her we tender, to-day, the love and loyalty of the Alumnæ.

The oldest alumna here will remember Professor Chapin, but the years have not taken away one bit of her dignity and womanliness. We welcome her, new title and all, and feel that her presence is an inspiration.

We take a keen pleasure in greeting these members of the Academic Council

and are proud of the fact that the Graduate Council of Wellesley is, I think, one of the first,—if not the only one—of the Graduate Councils among the colleges, to include the Faculty in its membership. But there was no doubt of the advisability of this step in our minds. I think that you 'Officers of Instruction and Government' are, in a large sense 'Wellesley College' to us alumnæ. Aside from our class reunions, when we come back to our Alma Mater, the visit is often a sad one, filled with memories of faces we do not see, and of voices we do not hear; but if we are in touch with you who are guiding and shaping the life here at college, if we hear of your ideals, your aims, of the results of your work, we realize that we still have friends here, we come to have an intelligent and sympathetic interest in the life of Wellesley of to-day; so the visit becomes a happy one, while the memories of long ago are no less tender and loving.

So we trust that the new bond established between the college and the alumnæ in this Council will grow stronger and more helpful as the years pass.

There is another group here, the 'Retiring Officers of the Alumnæ Association.' I almost tremble when I look at Miss Goodwin; I remember her letters of advice and all the knowledge stored up in the little black book she gave me and which is handed from one president to another. I feel sure I am not a worthy disciple. We welcome the Retiring Board. They were truly considerate and helpful to the present officers when we came into the work and cheer us now in all we do.

I turn next to this splendid and representative body of alumnæ who come from the Wellesley clubs of the north, south, east and west of our country, with especial greetings.

Your responsibility is a great one, for you are to carry back reports which, we trust, will bring about great results. May you be wise, enthusiastic, helpful and sincere. I feel that the success—or failure—of the Graduate Council rests largely upon your shoulders, for you have a large vote here as well as a wide influence over the whole country. I know that the impressions received here at these sessions will make us all long, still more earnestly, to grasp, in the wisest way, the opportunity that is ours.

I know you are as glad as I am to see our Alumnæ Editor, Miss Bertha March, '95, here with us. There are two reasons why she should be here—one is, she has a right to be here as our Alumnæ Editor—the second is, we all want her here, and I know each one of us will want to tell her how much we appreciate the fine work she is doing in the Alumnæ Department of COLLEGE NEWS.

We officers of the Alumnæ Association thus present our greetings to you all and hope this program we have prepared will prove to be helpful. We have really worked hours, days and weeks on its details, but only wish our service was a more efficient one. After this first meeting the program will be in the hands of the Executive Committee, three members of which will be appointed from this Council during these sessions.

I wish to say before closing that it is due to our indefatigable Secretary that we are all here to-day, for she is the one, who, with remarkable research, found out the value of the Graduate Council and proposed it. I want this Council, as well as the Alumnæ Association Board, to appreciate the splendid work of its Secretary, Florence S. M. Crofut.

May the spirit of these sessions be an ideal one, one of courtesy, friendliness and helpful co-operation. I trust that our alumnæ will prove by what we say and do that we are not here to demand rights or assume responsibilities that are not ours. So may we all work together in such a way that an ideal atmosphere be created which will always live and control the sessions of the Graduate Council of Wellesley College."

Mrs. Williams' gracious speech was followed by President Pendleton's cordial greetings to the first Graduate Council. She said that it was difficult for her to disassociate her official from her personal greetings, but that it gave her especial pleasure to welcome the Council.

Miss Pendleton then spoke of what she thought the Council might do for the college. By avoiding the dangers which would naturally arise from the formation of such a body, the Council could become the center of all the various information concerning outside criticism of the college and its methods: all discussions of the

various ways in which the college can be improved. A great field of service lies before the Council if the work is taken up which the Executive Board has outlined. In future, all alumnæ can bring their requests to the Council which, after thorough discussion will pass them on to the Alumnæ Association for final reference. Every college needs many things, but it needs especially the loyal co-operation of its alumnæ. Through the means of the Council the college can gain the crystallized opinion of the alumnæ, and through that much can be done "to bring about a co-operation between the college and its alumnæ more hearty, more loyal and more valuable than ever before."

The first formal speech of the afternoon was an interesting account by Professor Calkins of the Smith Alumnæ Council. This was organized six years ago in 1906. Its aim is to bring the alumnæ and, in particular, the Smith College Clubs into close relation to the college, and to aid them in expressing their loyalty by intelligent service to college interests. The Alumnæ Council consists of the alumnæ trustees during their term of office and for a period of the three years at the close of their term, the officers of the Alumnæ Association, one delegate from each registered local association or club having a membership of at least twenty-five and an additional delegate from each association or club having a membership of more than one hundred.

In January of each year a committee of five from this Council, consisting of the president and secretary of the Alumnæ Association, one alumnæ trustee chosen by the three alumnæ trustees and two alumnæ chosen by the alumnæ president, meet at the college, to confer with the President, the Faculty and the undergraduates in regard to efficient lines of service open to the Alumnæ Association. At this midwinter meeting, which lasts four days, the committee meets alone, then with the President of the college, next with a regularly constituted committee of the Faculty, with the heads of houses, and last with a committee from the Student Council. The committee reports to all members of the Council and, within a week before Commencement, the whole Alumnæ Council meets at the college to act on the report of the committee and to prepare recommendations to be submitted to the Alumnæ Association.

Such important procedures as the reunion of all the classes in 1910, the revision of the method of voting for alumnæ trustees, and the establishment of the "Alumnæ Quarterly" have been initiated by this Council.

The chief address of the afternoon was that of Mr. Harold Griffith Murray, Secretary of the Princeton Graduate Council, who gave an illuminating talk on the organization of the Princeton Council, and of its tremendous service to the University.

The object of the council "is to advance and strengthen the relations between the alumni and the college, to be of service, to keep in touch with undergraduate activities, to act as a medium between the college and the alumni, to make known the needs of both." Its chief work has been the raising of money for the University. Through the means of this council the alumni have been wonderfully organized into associations covering every section of the country, each association touching another, so that there is no part of the United States which does not come within the territory of one of these associations. So closely are these bands of alumni connected with each other and with the council that remarkably swift communication is possible. Any change in the address of an alumnus known to the class secretary or to the secretary of a sectional club is reported to the secretary of the council, who in turn notifies the editor of the Alumni Weekly, Secretary of the University, the class secretary or the sectional club secretary, as the case may demand, that is, any change of address known to any Princeton man is reported to the office of the secretary of the council, and the office undertakes to notify everyone interested. By means of this it often happens that the first piece of mail received by a man at his new residence is an invitation to join the association of that section. These alumni associations meet sometimes as often as once a month for informal "smokers" and to these the council sends prominent men to speak on topics of college interest, and to keep alive an energetic spirit of loyalty. It has been found that the class unit is not as powerful as the

sectional club, therefore much emphasis is placed upon these. Each club has several committees. Of these the publicity and preparatory school committees hold great influence. The publicity committee sends to a large number of newspapers in the United States those news items which will benefit not Princeton alone, but be of general interest to her alumni. Through this press bureau the council is able to keep in touch with what the clubs are doing, also it is possible to combat advance opinions as well as to foster them.

There is also a committee on class records and organizations. A record is published at each class reunion and this binds the class together more than anything else. For these a uniform basis has been established by the council committee.

The great work of the council has been the organization of the gifts to the college from the alumni. Each gift has to pass for approval or disapproval before the Council Board. Each class at its decennial reunion was accustomed to present a gift to the college. To make these gifts tend toward one result the "Globe Wernicke," so-called, system of dormitories was organized. As the Gothic form of architecture prevailed at the University, each class gives an entry, and as soon as a sufficient number (ten) of entries for the whole are obtained a dormitory is built. In this way each class has a clear and tangible memorial—there can be no doubt that it is their's. The classes now register for a "Globe Wernicke dormitory."

Before a class graduates a member of the Graduate Council goes before the class and urges the election of a proper secretary, for it is usually the class secretary who, although not always, becomes a member of the council for five years, at the expiration of which time a new secretary is elected. This secretary is usually one who comes from a large center. The members of the council consist of the class representatives for the last thirty-five years and of fifteen members at large chosen from different districts. The officers of the council are a chairman and a secretary chosen by the council. The chairman appoints all committees, every councillor serves on a committee, and the secretary of the council is chairman of every committee. No trustee is a member of the council and if an alumnus becomes a trustee he is dropped. Any member who fails to attend two successive meetings ceases to be a member.

The secret of obtaining money has been to keep every alumnus alive, to see that at least once a year each one hears about the university in detail and knows what is going on there. As an aid to this the importance of an alumni publication cannot be over-emphasized. It is needed to keep the alumni in touch with each other, and to influence them to give to their Alma Mater.

Again there is a close connection between the preparatory schools and the school committee of the council. There are meetings between the teachers and the secretary of the council. The secretary attempts to visit every centre where examinations for Princeton take place. Careful notice is posted in every preparatory school of the time and place for entrance examinations.

Another committee, that on undergraduates, deals with aid for needy students.

The Princeton Graduate Council took two years to reach its present status. Its request for a charter from the trustees of the college was received in a spirit of eager co-operation, but with a doubt as to the powers of the alumni to carry it through. It is only through unselfish co-operation of trustees, president, faculty, and alumni of the University, that present results have been brought about. Since its organization, the number of alumni associations has increased to forty-two.

Large sums of money have come to the University since the formation of the Graduate Council, but the council does not take the credit for all these upon itself,—since the alumni are always loyal. As long as the University gets the money the council does nor care, and it only claims to have stirred up a spirit of giving among the alumni.

The trustees do not solicit the alumni for money, leaving that work to the council, and the council is bound to hold up the hands of the trustees, to support them in every legitimate way. The council must first of all take itself seriously, for great powers rest in its hands.

THE SATURDAY EVENING SESSION.

The second session of the Council opened with the roll-call. A large map of the United States had been hung over a blackboard, and each delegate from the Wellesley clubs responded to her name by pinning a small blue flag through that city whose club she represented. Then Miss Angell and Miss McDonald took up the question "What do the Alumnæ Want?"

Miss Angell said in part:

"The one aspect of this question for us to consider, as members of the Graduate Council, is, it seems to me, WHAT DO WE ALUMNÆ WANT THE COLLEGE TO DO FOR US IN ORDER THAT WE AS A BODY MAY IN TURN BE OF THE GREATEST SERVICE TO THE COLLEGE?

First, then, we want the college to give us the opportunity to serve wherever in her judgment we are qualified to be of use. Second, to the end that we may serve intelligently, we want a more intimate first-hand knowledge of policies within the college. Third, in order that we may serve efficiently we want a place here in the college grounds (in a Students' Building, if you please) adequate for Alumnæ headquarters, for reunions in June and for general business the year round. Fourth, and finally, in order that the impetus of this initial meeting and the momentum acquired may function in immediate service, we want to be given, here and now, work upon which to expend this force.

Among the ways in which we should be qualified by training and experience to be of immediate use, six seem to me worth considering: First, there is the obvious way of giving the always much-needed help of financial aid—for the Student Building, for example; and money we can always give, if we can come by it! Second, there is the equally obvious service of creating throughout this whole country a sentiment in favor of Wellesley, by means of club activity, and through personal influence with individual girls who are or should be going to college. Much can be done, first, to secure the right kind of girl, and second, to create in the mind of the girl the right attitude toward college work and college play. The average girl needs to know, as President Pendleton said in her inaugural address, that college life, that precious something not to be obtained from books, is a by-product which comes to that student only who catches the spirit of the college and himself contributes his share of right living to its life. Third, a wisely chosen committee of alumnæ should be able to render valuable service to both Faculty and students—and therefore to the college—as a personally disinterested body to whom differences in regard to non-academic activities, for example, might be referred for investigation. Fourth, it is not too ambitious to hope, perhaps, that out of our collective experiences as citizens, educators, homemakers, or other specialists, we might bring some trained intelligence to the discussion of real values in the college curriculum. At least a committee of us appointed to make recommendations might prove a harmless venture. Fifth, the alumnæ who have achieved in any special work, particularly of a professional nature, can render valuable service by bringing back to the heads of departments and to undergraduates the story of their experience. Such a meeting as was held last spring in the Art Building, for example when former students of the Art Department exhibited some of their recent work and told how they had brought it to pass], must prove to the Department, from its purely academic standpoint, an illuminating comment on the working quality of its theories, and to the girls, from their practical point of view, an incalculable aid in determining their post-graduate activities. Sixth and last, and most important among the services we ought even now to be able to render the college, is the simple one of holding up the hands of the Faculty; they are potential Wellesley and theirs is the burden and heat of the day. If we can help them, we can help indeed, and I believe we can in two ways: first, by bringing them whatever of training or experience we have gained in working elsewhere at the same problems which they are trying to solve here; and second, by merely having and showing an intelligent interest in their work. There is an immense moral stimulus to one who works with head and heart, in the evidence that his problems and his efforts to solve them are of real and vital interest to some one else.

The need of a more intimate knowledge on the part of the alumnæ of policies within the college has already been recognized by the college and steps have been taken to secure a systematic connection between the college and the alumnæ everywhere; but the obligation of bringing the alumnæ into touch with Wellesley-present, rests not alone with the college, but quite as organically with the alumnæ body, the class organizations and the Wellesley clubs. The college is doing its part, first, in compiling the Wellesley Record, second, in issuing quarterly bulletins, third, in calling the Graduate Council. (It might be wise, even if finances prohibit, to go a step further in the matter of bulletins and issue reports from President and Dean more frequently, as some colleges are now doing; and still one step further in the matter of Graduate Council, and pay a part of the traveling expenses of the delegate from far distant and widely scattered alumnæ rather than have these alumnæ unrepresented. This is the policy of Smith, I believe.) As to the alumnæ's responsibility, obviously again (it seems always so obvious when it is the alumnæ's obligation) the first duty of the alumnæ body, in the effort to enlighten its members concerning their college, is to publish an alumnæ magazine to which members of the Faculty and alumnæ trustees shall regularly contribute. The present plan of combining with the "NEWS" is a good beginning, but it cannot be seriously regarded as anything more than a beginning. But even when the alumnæ body has published its magazine there will still remain a distinct effort to be made by the class organizations. It seems to me that it should be both the business and the pleasure of the class organizations at their reunions to inform themselves concerning the college; to visit its new buildings, to see its new equipment, to hear at their business meetings the statement of a committee appointed some months before to look up and report on changes in the policy of the college or in the academic work of its various departments. At the class banquets, let us, by all means, toast our Alma Mater along with our class babies, but at our business meetings, let us inform ourselves concerning her. It is the part of the clubs, until some systematic connection can be established with the college, first, to maintain a standing committee whose business it shall be to inform itself concerning Wellesley-present, and then to keep itself and the club informed of any change in policy or estate; and second, if possible, to entertain as guest and speaker for one meeting at least in the year, a member of the college Faculty whose opportunity it shall be to report present-day Wellesley to the club.

When, enumerating the alumnæ's wants, I named in the interest of efficient service a Student Building, I was irresistibly reminded of the resourceful old darkey who after several days of vainly entreating the Lord to send him a chicken, suddenly bethought himself of asking the Lord to send him after a chicken, when, presto! the coveted bird was his that very night. So we, if instead of petitioning the powers that be for a Student Building, we but ask to be set about getting it, perhaps we, too, shall receive.

"As a fourth want, I asked that we be given some work of immediate importance. I had in mind the problem which to him who runs seems Wellesley's most pressing concern, the village Freshmen. Practically all the Freshmen, I am told, now live in the village, in houses which are neither college dormitories nor under the direct supervision of the college officials. Could the alumnæ help to determine what is to be done? Whether Wellesley shall limit the number of her students (i. e. so raise the standard that the surviving fittest will be able to be lodged in available dormitories); or whether the college—or the alumnæ—shall build new dormitories for all who come?

Meantime, could the alumnæ institute and conduct a night, or a day, similar to Dartmouth Night for the Freshmen? It is the custom for the alumni of Dartmouth College to hold a meeting for the Freshmen, soon after their arrival in the fall, at which a number of the prominent graduates —good speakers, all of them—definitely set about filling the Freshmen full of college spirit, college spirit of the right sort. Could we provide something similarly helpful for Wellesley Freshmen? The college is doing its utmost through its Christian Association and through its Student Government organization to minimize the loss 'in manners and in morals;' could we, in addition, do something constructive to help

them, if not to grow 'in grace and in knowledge,' at least to hold fast whatever ideals of conduct and achievement they have brought with them?"

After Miss Angell's earnest address came an equally forceful plea from Miss McDonald:

"There is a tradition that on woman's lips, at least, a characteristic New England, if not American phrase is 'I want to know.' Its meaning varies with the inflection of the voice. It may express surprise, admiration, wonder, and last but not least, it may indicate a desire for information. Surely the Wellesley alumna 'wants to know.' For returning after an absence of five, ten, twenty, even thirty years, her soul is filled with wonder as she views the College Beautiful to-day. She knows herself to be five, ten, twenty, or thirty years older than she was in her student days,—she hopes she is wiser. So, too, her beloved Alma Mater is five, ten, twenty, thirty years older—and by so many years—wiser. But as she knows herself to be herself still—so she believes that the Wellesley of 1912 is the Wellesley in spirit that blessed her own undergraduate days and sent her out into the world to learn the practical value of a life of service.

Down in Washington there lives an old colored woman who as a girl was a slave. Last spring she said to me—'Yes, honey, I likes being free. Its a great thing to know you's you' own boss—and I praises de Lord for Marsa Lincoln ebery day I lives. But dere is times, when, deep down in my soul, I knows I likes belonging to somebody.' It is this desire to 'belong' that overwhelms us as we come back to this college world. We feel that we must prove, if only to ourselves, that in some peculiar sense we still belong to the ever unfolding life here. And so we are more than eager to help. This spirit expresses itself in the exuberant enthusiasm of the many,—as also in the possible adverse criticism of the few. But whether the words be those of unstinted praise or qualified blame, the heart of the Wellesley alumna is loyal to the college she loves. We come representing the four thousand women who hold degrees and the equally devoted non-graduate members of the Wellesley Clubs. I am sure we are united in our wish to hold up the hands of those on whom the burden of responsibility falls here: and we are equally desirous to give to the outside world in which we live, a true account of the spirit and methods in accordance with which Wellesley is meeting the problems of to-day.

The double mission demands that we know:—that we know the Wellesley of to-day not only from the more or less fragmentary point of view of the casual undergraduate, but also from the sane and calmer standpoint of those who guide the academic and executive interests.

Robert Louis Stevenson tells us that 'in order to live effectively we must understand our neighbor from the inside, and ourselves from the outside.' Cannot those of us whose life is lived within these college walls and those of us whose days are spent beyond these college gates unite in an effort to realize for Wellesley this two-fold vision?

Then an interpretation of Wellesley to the outside world!

It is as mothers or teachers, maiden aunts or family friends that we come into contact with the girl of to-day. We find our word of advice, 'Choose Wellesley for your College" followed by an endless chain of 'whys.

Our belief in the Wellesley ideal and our faith in the personal power of those in authority here do not answer such practical questions as these:

How does the village life for Freshmen affect the college spirit?

What is the relation between the village students and the upper class girls on the campus?

Do the village students come into personal contact with the Faculty in their social life; and if so, to what extent?

What is the relation between Faculty Control and Student Government?

How does Student Government affect the dignity of student intercourse?

Is there a tendency for Student Government to grow in importance?

In the academic world does Wellesley offer peculiar advantages in any special line?

In what department and to what extent are the resources of Boston made available?

To what extent is the student guided in her plan of work?

Is Wellesley satisfied with the present entrance requirements? If changes were

to be made would they mean alteration in the list of subjects or a readjustment in the time limitations?

Is the average scholarship to-day higher?

To what sort of life does the average Wellesley girl look forward?

These are a few of a long list of questions suggested to me by various alumnæ within the past few days.

A wise father once gave the following advice to his son who was struggling to write his first article for publication in a magazine: 'In order to write successfully on any topic of widespread interest, two things are necessary to the author. First, and if anything more important, an appreciation of the point of view of ignorance:—and then an accumulation of well-authenticated facts.'

Now we delegates to this council come with a keen appreciation of the point of view of ignorance. We hope to gain some helpful knowledge based on well-authenticated facts. In order to be of any lasting service to the College or in order to rightly interpret the College to the world in which we live, we realize that first we need and want to know.

But may I say to those of this council whose knowledge is theirs in virtue of their service, that those of us who want to know believe that to 'sympathize is to learn.'"

One of the interesting and enlightening subjects of the evening was the large map prepared with much care and detail by Miss Crofut, the secretary of the Council, showing where, by reason of the number of resident alumnæ, Wellesley clubs might and ought to be in existence. The districts where Wellesley clubs are now organized seemed pitifully small and few compared with the numerous blank spaces where the white pins should have been to mark their presence. Miss Crofut's able address on the Duties and Opportunities of Wellesley Clubs follows:

All of us are familiar not only with Holmes' poem, entitled 'The Chambered Nautilus,' but with the shell itself, from which the poem takes its name. And we know, dating back even to the time of the Renaissance, that from its beautiful, firm surface, the artist, after welding the shell into place on the top of a little wooden standard, which he grasped firmly in his hand, has then cut cameos of great beauty. To one, who the past eighteen months has come to feel the potentialities of the Wellesley clubs, the Graduate Council has been evolved to be like the standard of the cameo-cutter, holding all these Wellesley shells together: the idea of the shell we have been taught to love by her who has recently resigned from the Wellesley world. And now the great possibilities within these shells, which duty may point out and opportunity may unfold shall begin to be utilized to-day by the skill of our master-carver—the President of this Graduate Council. But, even she cannot carve a Wellesley monument, in word or deed, unless the Wellesley clubs provide her with the instruments, each adapted to and developed from its peculiar need; so that the matter of furnishing instrumentalities amounts, sooner or later, first to duty and second to opportunity. The duty of Wellesley clubs, first, for the individual club itself and second, for the Graduate Council, will now be considered; and then we shall dwell briefly on the opportunities now in your hands as Wellesley clubs to embrace: First for your community, second, for preparatory schools, third for the Alumnæ Association, and fourth for Wellesley clubs.

It is a distorted view, when one considers duty as a disagreeable function. Duty clarifies, consolidates, cements. The first duty of every Wellesley club to itself is this: it is desirable that each club shall tend to similarity of organization by adopting a constitution or by-laws or both, which, in the main, shall be identical; and if not already incorporating certain provisions, we recommend should be amended at once to carry out the following suggestions:

1. The annual meeting of the ———— Wellesley club shall be held prior to June first of each year.

2. Without further notice, each club shall send its full annual report before June first to the Corresponding Secretary of the Alumnæ Association.

[Parenthetically we will comment on this point, that only fourteen of the twenty-two registered Wellesley clubs responded last May to the Secretary's request for a report.]

3. A list of the officers of each club shall be sent annually before October first to the college, as well as to the Alumnæ General Secretary addressed in care of the college.

[Had this always been done, notices would have unfailingly reached the proper club officials.]

4. Representation in the Graduate Council. Club eligibility to elect an alumna as councillor shall be quoted in full from the parallel section of the constitution of the Graduate Council and

5. Representation at the Alumnæ Luncheon. The privilege granted non-graduates by the Alumnæ Association and by the college shall be referred to in the constitution as entitling each club to elect one non-graduate as a delegate to the alumnæ luncheon.

Explanatory of the last two sections, it may be noted, that these two privileges of representation for Wellesley clubs are to be awarded, in the one case (4) to a graduate; and in the second case (5) to a non-graduate.

Within your by-laws, it might be well to specify, that all parliamentary questions shall be referred to Roberts' Rules of Order. The Constitution and By-Laws, which have been sent us this week by the new Syracuse Wellesley Club, so wonderfully organized this January with forty-nine members, we can quote as being almost a model of its kind.

We assume, that all the clubs here represented have been systematically organized; but no doubt some, more than others, have active committees, from which it is hoped you have the courage to exclude the drones. Let your committee on membership, for example, make each autumn a thorough canvass to gather under one roof the Wellesley alumnæ and non-graduates in your city and the neighboring towns. In the case of non-payment of dues, after two notices sent at reasonable intervals, let those who are delinquent be dropped. It is our opinion, if more rigor in this direction was observed by all of our organizations, that—perhaps not till after an eon or two, but at any rate eventually—annual dues would be more regularly paid to college clubs as well as to Alumnæ Associations and thereby insure to each the income which is their legitimate due. In the case of our own Alumnæ Association, its income would then be increased approximately from fourteen hundred to four thousand dollars. The value to clubs of taking up a continuous subject, perhaps, and of printing a calendar is immeasurable. In arranging the program for the year, it is desirable to consult the College Club in your city in order to avoid conflict between important meetings and so secure a larger attendance at the less frequent Wellesley gatherings. And for the last suggestion above all, induce your Wellesley club members to feel that the Wellesley club and not the college club M. A. C. A. in your community claims their first allegiance. The two are not comparable; so neither is militant. But each can be a force conserving the well-being of the other.

Now as regards the duty of the Wellesley clubs to the Graduate Council. Just because the club councillors are assembled here this evening, that seems a duty nearer at hand, may be, than duties appertaining to the daily routine of your club families that you have left at home. There is one duty which your club may fulfil, by bringing to the attention of the officers of the Graduate Council, favorable localities in your own states for the organization of new Wellesley clubs. In this matter we hope, moreover, that you may exert your influence against the sentiment we have heard expressed this past year and lately by one of our best-known alumnæ, who was asked if she would not be instrumental in organizaing a Wellesley club in her city, where eleven alumnæ, according to the Register and an additional non-graduate increment, beside a fluctuating addition of both—might seem to offer a sufficient nucleus. That this number, moreover, is sufficient to regard as a nucleus we feel we can affirm, because Syracuse with only seven alumnæ permanent residents has just organized with forty-nine members and these instances might be easily multiplied. But the reply of the alumna was this: 'Although there are a good many Wellesley women here, they are of most widely divergent years and tastes and social circles. I am sure any organization on just college lines would be a dismal failure.' Is such as reply a stimulus to your officers? It might seem, that at least ten years after graduating the Wellesley woman might feel her social position insured against any calamity due to mixing.

Then again, there is the large Wellesley club, noble in numbers, and we frankly say we rejoice to praise it side by side, numerically speaking with, e. g., a Prince-

ton or a Yale Alumnæ Association. Yet I would like to leave the question with the councillors, who are unprejudiced, if it is quite the best and most loyal and most efficient method for alumnæ of a state which has two hundred and forty-seven Wellesley graduates alone, with one hundred and seventeen of the two hundred and forty-seven located in cities within a radius of twenty-five miles from each other, who instead of organizing at least one club in their own state pour into the hospitable home of a large neighboring city on the plea that it is more convenient to go to a Wellesley club there, where they do their shopping, rather that in their own city? This larger city has in its own limits one hundred and eighty-five alumnæ according to the Register and at least forty-three in the suburbs. Added to this is the large shifting number of alumnæ and non-graduates that invariably flock to the large city every year. But disregarding the transient Wellesley comer, that city has two hundred and twenty-eight alumnæ alone to whom its Wellesley club is easily accessible. This case is not unique, otherwise it might not be considered here. To change the situation in all instances seems a reasonable suggestion in order to result in greater work by a greater number. No group of Wellesley women can ever acquire much for Wellesley without absolute individual work; and individual work is restricted by necessity to a relatively small number of persons, when a club membership is extraordinarily large. There is another important objection to the drawing of members from several cities, each with a Wellesley nucleus, with a large club elsewhere. This shuts out a great many Wellesley women from the privileges and the stimulus of a Wellesley club, because they are such who have neither leisure nor means for carfare or gowns to go elsewhere. Their attendance would be perfectly possible were the club in or more adjacent to their own city. These facts are too patent to demand further enlargement.

Just a word may be applicable to the Councillors. The organization of this Graduate Council has been due to many reasons, and not alone for the purpose of keeping abreast of other alumnæ associations. But it has been planned with this as one of the objects in mind, that every Wellesley club representative should consider her election to this Council as a position of trust, second to none to which she has ever been called. And why? It is the call to work systematically at last for the college which has given each of us so fully of her equipment and from whose Alumnæ President and the Acting-Dean and from the ten Faculty representatives, we are still privileged to profit by their presence in our Council to co-operate with us in our family gatherings. You, Wellesley Club Councillors, come as the east and as the west to hold up the object of the Graduate Council, whose deliberations you are then to disseminate wisely. You, yourselves, as unrelated Wellesley clubs created its need. You have heard the summons for geographical representation of our alumnæ and you have come to this baccalaureate body. And now, what are you going to do?

First of all, what is your Wellesley club going to do for your community? Would not each club be glad to do something so vital this winter, that the same might be said by spring, as was said of a certain Wellesley club last year—that the success of an artistic benefit under its auspices had made the Wellesley Club stand for more to the people of that city than it had ever done before? While you are undertaking something like that in your community, save your literary ideals at the same time you are enlarging your practical and progressive knowledge. A live club does this. It is perfectly possible for the Wellesley club everywhere to become a great teacher and its members inspiring personalities in your city which will then, in an inner circle, come to know the true spirit of womanhood which was the ideal of our beloved Founders. Let the Wellesley club be a sane power in your community; create a Wellesley atmosphere.

And then more specifically, there is the opportunity for the influence of the Wellesley club in the High School or private school in your city. Discretion and tact and good taste can put many a Wellesley blue idea into the wise young heads of the high school girls. The girl of the preparatory school age is very discerning. She is coming to be a connoisseur in relative charms and relative merits of the Wellesley woman or in the what-not woman. Prizes offered for competitive essays, on appropriate subjects often in-

troduce a college spirit into the preparatory schools. Countless other more practical devices can occur to you.

And now the opportunity—no, not that, but the opportunities open to the Wellesley clubs as regards the Wellesley Alumnæ Association are really equivalent in number to the more important undertakings the Association suggests or promotes. When the Alumnæ Association asks that the clubs appeal to members to pay their annual alumnæ dues, that is an opportunity to remind others to pay a legitimate obligation. Again—when a committee of the Alumnæ Association sends a communication soliciting co-operation to further the object for which the Association has appointed that committee, shall the Wellesley club regret the time it takes at a business meeting to read such a notice, or reluctantly assist in raising money for which the communication may ask? There is the opportunity of your club clearly before it—to be loyal to the requests of the Alumnæ Association. And believe this, that the Wellesley club will, I think, never receive an appeal for raising funds, that has not been the outcome of conscientious, far-seeing deliberation by the members who are discharging their duty on any alumnæ committee. With this in mind, let me commend to you, moreover, the wisdom of the large undertaking instead of small, trivial methods of money-raising. All it requires is a little courage. When, moreover, a communication from the Alumnæ Association or the Graduate Council is received by you or your club, please confer the very great favor of a prompt and legible reply.

There is another opportunity for helpfulness to the Association and incidentally to the college. When a request comes for statements regarding your vocational members, do comply with the request. Whether such a request comes officially—but only for a stated reason which is important—is not a vital consideration. The vital consideration is this: all such statistics are ultimately for the benefit of our Alma Mater. Such a list is drudgery at the beginning, but once begun it is an easy matter to keep it up-to-date. This matter of vocational records will be referred to later as a recommendation.

Last of all and above all, there is the opportunity the Wellesley clubs may utilize directly for Wellesley College. Here we meet on neutral ground. We have agreed to band ourselves together in a council and we have done so in the full sense, that it shall be a bond to unite us to Wellesley. It means, that we can no longer be passive and inert, but we are summoned to wake up from our lethargy. By this Council we hope to secure for the first time, what may develop into alumnæ efficiency. By that, honored Councillors of the Administration and the Faculty, we do not mean alumnæ supremacy. It is true that the tendency to-day, whether it is in the case of the undergraduate body of any college, as represented, for example, by its student-government association, or out in the world of women, one hears too much about rights and too little about responsibilities. Alumnæ responsibility is one great aim of our Council: that is one phase of what we mean to convey by the expression—alumnæ efficiency. We are all, therefore, called together to tell each other, not about our rights, but to impress on each other the matter of carefully paired individual responsibility that becomes us Wellesley women, who shall shut out carping criticism. This responsibility will unfold and be maintained by systematic work through your home club and through our Council Committees which shall divide up our councillors into a working body; a working body.

So to go back again to the 'Chambered Nautilus,' it brings you its prophecy:

'From thy wise lips a clearer note is born
Than ever Triton blew from wreathèd horn.'

The whole question of duty and opportunity for the Wellesley Clubs can be summed up by the telling little story of a fifteen-year-old boy in the heart of the Maine woods. His ingenuity in mending the harness that broke one day when he was driving a party ten miles into camp, and his conversation on the way showed the vim that was in him. The next winter one of the gentlemen sent for him to be his office boy, and a few months later was surprised by finding among a pile of typed letters he was to sign, a well-written letter with the initials of his Maine office boy. That boy did his duty in mending the harness and the surprise he gave his employer by learning typewriting all by

himself was the way the boy had used his opportunity.

Dear Wellesley Club Councillors, take this homely illustration back to your clubs, that the every-day loyalty and duty means a grasp of the larger opportunities of service which now lies open to you, to cement our silent oath of allegiance, when we accepted our diplomas from Wellesley College on the day of our Commencement of knowing the larger meaning of "Non ministrari sed ministrare?"

Professor Bates and Professor Hart then spoke on the means by which the Faculty and the alumnæ may co-operate.

Professor Bates suggested that the alumnæ might assume the responsibility of impressing upon future Wellesley students that the "college is an institution of learning" and not merely a place in which to enjoy social opportunities.

Professor Hart considers it desirable that Faculty and alumnæ should come into closer contact with each other; that this would be a mutual benefit. Since it is natural for an alumna on her return to Wellesley to seek the Faculty she already knows, it is necessarily a long time before a new member of the Faculty knows the old students. The alumnæ should make an effort to know the Faculty. The Faculty would appreciate the outside view presented by the alumnæ. Miss Hart believes that the Council will be a place for the interchange of ideas, that it may give expression to all sorts of educational work, that by its means will come a clearer and more specific understanding of Wellesley in order to meet criticism of the college, that if members of the Faculty were invited to speak more often before Wellesley clubs, the alumnæ would acquire a clearer understanding of the present college conditions and needs, that many things may be done by the alumnæ to aid in the preparatory schools. There is co-operation needed in the matter of Fellowships. The Faculty have appreciated the foundation of Fellowships at Wellesley, but by many it is felt that it would work well to establish a Fellowship at another college so that the Wellesley girl might have the advantages of a different college atmosphere.

Following this topic came the discussion concerning the establishment of an independent alumnæ magazine. The alumnæ editor attemped merely to show the disadvantage of the present combination, the advantage of a separate publication, and to suggest a tentative plan for a new magazine. Her position was somewhat reinforced by the fact of the existence of the Graduate Council, which, as Mr. Murray emphasized in his address, needs a publication to be its instrument in drawing the alumnæ together, in spreading information among them, in reaching them for the purpose of making known the plans for which their support is needed

"There are certain definite conclusions which it is impossible not to reach after five months of experience. One of the first disadvantages of the combination is that the form of the magazine is not in our hands. We have been obliged to accept poor print, poor paper, a crowded arrangement of material without proper space between articles, no indexing at all until the last two numbers, and that inadequate, and the humiliating necessity of placing good material written by those who know their subject well, who have names—many of them—known not only in the Wellesley world, but in the outer life—in a secondary position, following subordinate undergraduate material. Thanks to the courtesy of the advertising manager, advertisements have not disfigured our materail in the magazine number proper—for that we are duly grateful.

Most important of all is lack of space. Although at first the alumnæ were slow in responding to requests for material, gradually an interest has been awakened and fewer refusals and many more acceptances have marked the editor's morning mail. The result is that each month the difficulty has been, not in the possession of too little material, but in the possession of too much. Each month articles, which, in order to be timely, should be published at once, have to be delayed for a month or more. The same trouble concerns the "News Notes." They are lagging far behind in publication, the lack of space making it impossible to publish those which come to the editor's hands each week. In order that the magazine shall have a broader interest, items should be published concerning other colleges. We should know what other alumnæ are doing. This is, of course, impossible, since

we have not space sufficient for our own interests.

The following tentative plan has been suggested for our independent magazine. This shall be a monthly, price not more than $1.50 or $2.00 a year. There would be:

1. A monthly resume of affairs at the college, 'campus' notes, matters of interest to the student community so that the alumnæ would keep in touch with their college.
2. News notes, full and timely.
3. Wellesley club reports.
4. Literary notes.
5. Reviews of alumnæ publications.
6. Items of interest concerning other colleges.
7. As much purely magazine material as there is now.
8. A Free Press.

And again we must remember that the Graduate Council needs the magazine. In a late letter to the editor the Secretary of the Princeton Graduate Council writes: 'I would again emphasize the value of an alumnæ publication to the Council. We could not get along without ours, and I consider it of more importance to the Graduate Council than almost anything else.'

If the magazine is to be a force, if it is to draw the alumnæ closer to each other and to the college, it must be independent. There must be more room for its 'worthwhile' articles. But it remains in the hands of the alumnæ to decide whether they will remain merely a department in an undergraduate publication, or whether they will be an independent, broad-minded, dignified magazine worthy of their own best contributions, wielding in time, perhaps, a certain power over alumnæ interests."

The last topic of the evening was on the "Work and Aims of Our Alumnæ Trustees," by Mrs. Elva Young Van Vinkle.

Mrs. Van Vinkle suggested for discussion by the Graduate Council "the advisability of requesting from our alumnæ trustees a more detailed report of the year's business than is now given the Alumnæ Association.

There must be certain matters on which these trustees should be requested to report to the body that put them in authority.

From time to time the Governing Board of Yale reports to its alumni through the Yale Alumni Weekly.

The Smith alumnæ trustees have until recently given full reports, though the custom fell into abeyance by a change in Alumnæ Day, the president now making a report.

It is scarcely necessary to suggest that the policy Yale pursues of bringing into vital touch with the University its alumni through open discussion or report on its policies by the Governing Board, by its president or professors, has kept vigorous that remarkable Yale loyalty universally manifested by the alumni."

THE MONDAY SESSION.

The Graduate Council met for the last time on Monday morning. There were general and informal discussions of the most important topics placed on the programme.

President Pendleton gave a very frank and enlightening talk on the questions asked by Miss McDonald in her speech of Saturday evening, answering most of these. The reports concerning the formation of the committees already mentioned were heard and accepted. Certain new appointments were made. The plan for the organization of the Council is to be left to a committee of three.

The two new members of the Executive Committee are Miss Jessie Clare McDonald, '88, and Mrs. Anna R. Brown Lindsay, '83, and in June at the expiration of her term of office as President, the fifth member of this Committee shall be Mrs. Frances Scudder Williams, '85.

The five members-at-large of the Council, chosen from unrepresented Wellesley territory, were elected, at the Monday session, as follows:

From Seattle, Washington, Mrs. Laura Whipple Carr, '93.

From Houston, Texas, Miss Annette Finnigan, '04.

From Lincoln, Nebraska, Mrs. Alice Hanlin Hinman, '93.

From Wilmington, North Carolina, Miss Jane Hall, '08.

From Salt Lake City, Utah, Mrs. Elva Young Van Winkle, '06.

Votes of thanks were given to President Pendleton, Miss Tufts and the officers of the administration. Promptly at 12.30 the meeting adjourned and the first session of the Wellesley Graduate Council was over.

Impressions of the Graduate Council.

The meeting of the Graduate Council was full of interest, not only to the daughters of Wellesley, but also to those who have had the good fortune to be adopted into the family. It is said that no foster-child can ever love the home in the same way as he who has been to the manor born; probably not in exactly the same way, but sometimes, perhaps, in even larger measure, for devotion grows with the hours of work and thought given to the object cherished. So those of us who have come from other college homes to be a part of the Wellesley Faculty have grown to love her, doubtless not with the same kind of affection as her own alumnæ feel, but at least with a more intimate regard than we know for our own Alma Mater. We have sometimes, I fear, watched the returning classes in their meetings and banquetings with a bit of the lonely outsider feeling. There could be, however, no such feeling during these three days of Graduate Council, for the hours were not devoted to recalling college friendships and experiences, but to discussions of questions regarding the present and future welfare of our college. The meetings were most interesting to a member of the Faculty who has been here a sufficient number of years to feel at one with the college, and yet not long enough to see the students she herself has helped to train taking prominent positions in the world. These older alumnæ, who are now showing how Wellesley has fitted women for places of trust and authority, usually return to college only at Tree Day or in June, and then they seek, very naturally, either their class-mates on the Faculty or the members of the Faculty they knew as undergraduates.

The strongest impression left upon me by the whole meeting is that of earnestness and sincerity of purpose. These alumnæ had, many of them doubtless at a sacrifice, left their homes, their business, or their schools to come up here to consult upon a question which they felt to be of great importance; the question of what share it is their right and privilege to have in the upbuilding of this college.

Again I felt a wise unanimity of desire for the careful working out of a large plan; a plan that in its scope shall embrace our whole country from Maine to California, and shall be effective not only in the present but for the coming generations of Wellesley alumnæ. This willingness to move slowly, and this determination to have a definite organization on some such sure footing as any successful concern would have, seem to me the most hopeful signs that the future results of this and later Councils will be the binding together in a common bond of loyalty and service all those women who have been indebted to Wellesley College for training and inspiration.

I was also impressed by the eagerness of the alumnæ to know what is now being done in the college, how the college is changing intellectually and socially, and in what direction these changes are likely to turn her course in the future. It is such a far cry from the days when we were Juniors and Seniors, and felt we were actually helping to form college standards and ideals, that most of us are only abstractly and generally interested in the daily doings of life at our own Alma Mater. But it appeared to me that the Wellesley alumnæ attending the Council were not only interested generally, but knew and cared about very concrete details. We Faculty members found ourselves asked why the girls do this and why they do that; what is intended by this or expected of that. One alumna asked why the undergraduates allow the same girl to hold two important positions. I answered, "I believe they do not; they try to guard the distribution of offices with great care." Then she gave, to my surprise, the names of girls who seem to her now so duplicating responsibility. I was astonished to find that she, as an alumna, knew facts which had escaped my notice.

This wish to be intelligent about what is happening to-day was accompanied by not the least expressed or implied desire on the part of any one to suggest the path the future development of the college shall take; to regret that Wellesley has already become a different institution from what she knew it to be in the golden age of her undergraduateship; to repine that the college is growing away from a small, homelike group and toward the bigness and complexity of the university.

This generosity and breadth of view, this desire to be intelligent about present-day conditions, and this purposeful planning for the future, gave to those of us who have never before had the privilege of working with the alumnæ, a new sense of responsibility in helping to train the women who are in the years to come to represent the college; a keener feeling of support and sympathy from the body of former students and a large hope that in the future, to be a Wellesley alumna will always mean, not only passive pride in Alma Mater, but active interest in her welfare and eagerness to contribute to her good.

LAURA E. LOCKWOOD.

REMINISCENSES OF THE GRADUATE COUNCIL.

How may an impression of the atmosphere of the Graduate Council be given, while telling of the actual facts and the discussions that took place at the sessions?

In the first place, all alumnæ may have a picture of the college as we saw it, bathed in either bright sunshine or clear moonlight. Those were our weather settings which were appreciated and enjoyed by the councillors, who came from all over the country, even as far west as Minneapolis.

The welcome and hospitality expressed in Miss Tuft's warm handshake and smile, her careful arrangements for our comfort, Mrs. Ahlers' cordiality and the attention shown us by all helpers in the office and college household, began the day in an ideal way. Some Councillors took advantage of the opportunity given them by volunteer guides, to see the new buildings, while others gave themselves up to the enjoyment of renewing old friendships. At 3.30 all came together to the beautiful room given for our use in all the sessions—the sunny, delightfully furnished reception room, called the Faculty Parlor, and the opening session began. An account of all the sessions is given elsewhere, so I will only speak of one feature of the program, the address of our guest at the opening session—Mr. Harold Griffith Murray, Secretary of the Graduate Council of Princeton. Faculty and alumnæ alike listened eagerly as he outlined in a most magnetic way the tremendous scope and usefulness of the Graduate Council in Princeton affairs. He was very generous in what he gave as to the details and plans of that organization and in bringing pamphlets and literature bearing on the work. His enthusiasm and ideals thus set a high water mark in our planning and were an inspiration throughout the whole session.

After the evening meeting of the Council every one was irresistibly drawn to dear old College Hall Center by the sound of fresh young voices and there we found the students singing for us. We heard old songs and new songs. Some we could join in; all we enjoyed, and at the close, alumnæ and students together gave the cheer we all love. I often wonder just how the students consider us alumnæ; are we really queer inexplainable specimens, or just older sisters? They treat us oftentimes as if we were very dear older sisters and I, for one, am going to accept that view of the situation—though I think that sometimes we deserve the other estimate.

Sunday, on the program, seems to indicate a day of leisure. Let me tell you it was full of delightful hospitality and the beginning of many new friendships. The chapel services and sermon gave us strong thoughts and wonderful inspiration. Professor Whiting, always one of the first to welcome the alumnæ, tendered us a delightful "after-dinner coffee hour" at her charming house. At four o'clock an informal gathering of the Alumnæ Councillors was held to help us to settle many questions and to decide what subjects were most valuable for discussion on Monday morning. The spirit of this meeting was one of eager interest and wise judgment and helped wonderfully to bring us all together in mutual acquaintance.

Then came supper in the Faculty dining-room and the beautiful vesper service, after which we all walked in the clear moonlight to President Pendleton's house. The alumnæ appreciated her invitation to come to see her in her own home and break bread with her. The charming rooms were full and the evening a delightful one. Our President is giving much time and strength to the alumnæ. She entertains with such simple, sincere cordiality that each one must feel that her smile and hand clasp mean friendship and co-operation.

Just here I will say that much was added to the sessions of the Graduate Council by the presence of President Pendleton, Acting Dean Chapin and the ten members of the Academic Council. They sat through the sessions splendid, sympathetic listeners, ready to add a helpful word at just the right time, and showing true courtesy and a wise co-operation in all discussions. I think many of us alumnæ felt that this intercourse was a privilege and that we never before have come into such a personal as well as pleasant relation to a body of Wellesley's Faculty.

All too soon on Monday the sessions were over. Regretful good-byes were said, eager anticipations for the next council meeting in June were expressed, and like a whirlwind the Alumnæ Councillors were swept away to the stations, some in sleighs, some in automobiles, each one grasping her suit case, holding the umbrella that was not needed and talking to the last of the delightful atmosphere and helpful spirit that held sway at this first meeting of the Graduate Council of Wellesley.

FRANCES SCUDDER WILLIAMS, '85.

NEWS OF THE WEEK

THURSDAY, MARCH 1, 1912.

DR. HUME'S VISIT.

Dr. Ruth Hume, our college missionary at Ahmednagar, India, will be the guest of the Christian Association from March 11 to March 18. She will speak on her work at the Wednesday evening meeting, March 13, and will address the Student Volunteer meeting on Sunday afternoon, March 17. There will be an opportunity to talk with Dr. Hume on Wednesday evening, after the meeting, in the Faculty parlor, and conferences may be arranged for other times through the general secretary of the Christian Association, for those who wish to hear fuller details in regard to her work as a medical missionary. On Saturday afternoon, March 16, a reception will be given for Dr. Hume in the Shakespeare House, from 3.30 to 5.30 P.M., to which all members of the college are cordially invited.

The Christian Association Board and the members of the Missionary Committee will be glad of any suggestions that will help to make Dr. Hume's visit pleasant and successful, and that will increase the sympathy and interest of the whole college in the far-reaching service that she and her colleagues are doing in the cause of Christ, in the name of Wellesley.

GIFTS FROM PROFESSOR PALMER.

Professor George Herbert Palmer brought to the college on Saturday, February 24, that rare treasure, a first-edition copy of Browning's "Strafford," putting it in the place of the second-edition copy presented by him, with the other Browning books, on Mrs. Palmer's birthday a year ago. Now the precious case in the Browning room holds only first editions. Professor Palmer was persuaded to remain for the earlier division of the Shakespeare class, to which he gave his own illuminating interpretation of the "Sonnets." One of Professor Palmer's most precious possessions, an autograph manuscript of three hundred and twenty-five closely written pages, containing the devotional lyrics of a seventeenth-century divine, Dr. Joseph Beaumont, is lent this year to our college library, in order that one of the graduate students in English Literature, Mary Eloise Robinson, B.A., Mount Holyoke, 1910, may transcribe and edit these poems, with a critical introduction, for her thesis. Dr. Beaumont's philosophical epic, "Psyche," was published during his lifetime, and a few of his lyrics were printed from this manuscript, though with many omissions and alterations, half a century after his death. By far the greater number of these poems, however, have not yet been published, so that in trusting us with this unique manuscript, Professor Palmer has done Wellesley great honor.

NEW BOOKS BY PROFESSOR VIDA D. SCUDDER.

Among the spring books of the Houghton Mifflin Company is Professor Vida D. Scudder's "Socialism and Character," of which foretastes have been given by the several chapters published from time to time in The Atlantic. Miss Scudder has just issued, too, in "The Lake English Classics," a thoroughly edited group of "Shorter English Poems" from the College Entrance Requirements in English. These poems, Gray's "Elegy," Goldsmith's "The Deserted Village," Byron's "The Prisoner of Chillon" and sections of "Childe Harold," Macaulay's "Lays of Ancient Rome," and Arnold's "Sohrab and Rustum" are prefaced, in each case, by a brief interpretative essay.

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All items of college interest will be received by Miss Cathrene H. Peebles, Wellesley College, Wellesley, Mass.

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All business communications should be sent to Miss Frances Gray, Wellesley College, Wellesley, Mass.

Subscriptions should be sent to Miss Dorothy Blodgett, Wellesley College, Wellesley, Mass.

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EDITORIALS.

Monotony.

The same old things in the same old way—that seems, sometimes, a summary of our life here. At least we often talk as if it were, and as if the monotony of it were, above all things, to be abhorred and avoided. Yet within fifty miles of us the Lawrence strikers are suffering cold and hunger for lack of the old, accustomed, deadly monotony of their lives. Monotony how different from ours—dull, grinding, bitter routine, routine that brought them bare necessities. Not that our rose-garden should seem the sweeter by being seen next our neighbor's ash-heap. Heaven forfend the NEWS should appear to be advocating so mean and selfish a complacency! No, the point is the universal blessedness of monotony. It is only by doing things that we can learn them—doing them not once, but over and over. It is only by monotony, by endless repetition and trial that the world manages to move on. Every day the sun rises and sets, and always the seasons come and go—of course that remark is a truism. It is equally a truism that each day is unlike every other day. But upon those two simple facts rests the structure of our college lives—routine, with its discipline and power, variability with its possibility of sudden access of new light, of sudden illumination. So that when the monotony of college irks us, it is possible to reflect on the real place of monotony in human advancement, and consider that perhaps the irksomeness is inherent in our own character—perhaps ourselves are afflicted with a mortal sameness, and since ourselves must always accompany us—!

Bores.

The girl who always says the obvious thing, who is always echoing the latest opinion she has heard about credit cards or Senior Mistress, who never, to all appearances, knew what the inside of an idea looked like—surely we have all met her, and have, at some time or other, been guilty of swearing "wooden oaths" at her, as the minister's wife designated the minister's action when he slammed the door. We have all met her, because she is ubiquitous—but have we all discriminated in regard to her? There are many different kinds of bores. There are bores who are pompous and condescending and very much needing snubbing; there are bores who are plain dull, and not responsible for their inanities; but there are other bores who are tired, or shy and ignorant about letting the humanness that is in them out, to meet other people's humanness. Perhaps the tired bores are more numerous out of college than in; probably you would discover that the shy bores are non-existent, if you took a little trouble about knowing them. Worth it, when there are so many sparkling girls that are easy to know and enjoy? Of course—it is always stimulating and valuable to find out new people. And you may thereby save yourself from being a bore, for no one is a true bore who is genuinely interested in other people for their own sakes.

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COLLEGE CALENDAR.

Saturday, March 9, 7.30 P.M., the Barn. Sophomore Play.

Sunday, March 10, Houghton Memorial Chapel. 11.00 A.M., Rev. G. Austin Richards of Boston. 7.00 P.M., special music.

Monday, March 11, 7.30 P.M., College Hall Chapel. Lecture on the "Minimum Wage," by Mrs. Glendower Evans.

Wednesday, March 12, 4.30 P.M., Houghton Memorial Chapel. Organ Recital.

COLLEGE NOTES.

Last week Monday, the Consumers' League exhibited a display of label goods in the Village room.

Miss Ellen M. Fulton of Scranton, Pa., gave an Organ Recital in the Houghton Memorial Chapel at 4.30, P.M., Wednesday February 28.

Mary Humphrey, 1913, led the Christian Association meeting in College Hall Chapel, Wednesday evening. Subject: "He Must Increase, but I Must Decrease." The village meeting was led by Margaret Dole, 1915. Subject: "Optimism."

An exhibition of the work of the Arts and Crafts Department at Denison House was on view at Tau Zeta Epsilon, Wednesday and Thursday of last week. Wednesday evening Miss Kingsley of Denison House gave an interesting talk on Italian handicraft work.

Saturday evening the Student Alumnæ Building Committee sold ice-cream, candy and sandwiches at the Barn.

Sunday afternoon at Agora, Wilbert B. Smith spoke informally to the Student Volunteer Band.

Miss Mary C. Wiggin addressed the Consumers' League at their annual meeting, held February 26, on the work of the league, telling particularly of the conditions among girls in industry.

In Boston, Monday, February 26th, in response to an invitation, Professor Colin addressed a "Group of Mothers" on a subject of their selection: "Education in France; Its Thoroughness and Completeness." The present organization, scope and methods of the schools, lycees and universities were discussed.

NOTICE.

Will the girl who took from Nell Carpenter's room, 416 College Hall, a black silk umbrella with knotted wood handle kindly return same, and take the one she left?

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MISS HERFORD'S MONOLOGUES.

On Monday evening, February 26, the students and Faculty of the college had the privilege of hearing one of the most delightful and entertaining of American women, Miss Beatrice Herford. Miss Herford, as well as her brother, Oliver Herford, seems to have the gift of refreshing people by making them laugh heartily—not only at others, but at themselves. Surely there was never a more thoroughly amused audience than that which greeted Miss Herford with enthusiastic laughter and applause.

After her introduction to the audience by Miss Bennett of the Elocution Department, Miss Herford opened her program by her monologue, "Choosing the Wall-paper." After this followed "The Lady from England," "The Discontented Voter" (a rap at the traditional idea of "femininity" in woman), "The Pay-station Girl," and "The Frivolous Side." Surely the character portrayal in these monologues, and their delicious drollery will remain long in the minds of those who heard Miss Herford.

ALUMNÆ FELLOWSHIPS.

More than a score of applications for the Alumnæ Fellowships had come in by March first, the closing date, and these from candidates so promising that the committee, having only two fellowships to award, is reported to be out of spirits.

NOTICE.

Will all the subscribers to whom bills were sent January first, and who have not yet paid their subscriptions, please do so before April first?

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I.

Here is a suggestion for helping swell the Student Building Fund which came to me through a girl from Vassar, where a similar scheme is in use. On all our Wellesley festival days the kodaks are out in full force, and a great variety of snap-shots are taken. Some of these are unique, and many are especially successful and desirable. Could not the owners of these particularly good views of players, teams, games, May Day and Tree Day performers and scenes, glimpses of the campus, etc., lend their films to the Student Building Committee to advertise and sell prints from them at a small profit? The pictures would be small, but therefore less expensive than those taken by the professional photographers, and possess a spontaneity and originality not always found in the more pretentious ones.

The classes coming back to college next June, perhaps, could make use of this scheme, too, and increase the vividness of their memories of Wellesley. E. L. C., 1909.

SERVICE LIST.

Sunday Evening, February 25, 1912.

SERVICE PRELUDE.
PROCESSIONAL: 813.
INVOCATION.
HYMN: 877.
SERVICE ANTHEM: "The Radiant Morn Hath Passed Away," Woodward
PSALM: 121 (Gloria Patri).
SCRIPTURE LESSON.
ADDRESS.
PRAYER.
ORGAN: Vorspiel, Wagner
CHOIR: "Saviour, Again to Thy Dear Name We Raise," Terry
ORGAN: Barcarolle in D, Faulkes
CHOIR.
PRAYERS (with choral responses).
RECESSIONAL: 11.

The Wellesley College Choir. Solo, Miss Hypes. Professor Macdougall, Organist.

MINIMUM WAGE.

On Monday evening, March 11, Mrs. Glendower Evans will speak in College Hall Chapel, at 7.30, P.M., on the "Minimum Wage Bill." The subject is one of vital interest at this particular time, and Mrs. Evans is not only a peculiarly interesting and effective speaker, but, because of her position on the Massachusetts Commission on the Minimum Wage, speaks with authority. The lecture, therefore, promises to be of singular interest.

SARAH W. PARKER, 1913.
Chairman of Social Study Circle.

NOTICE.

Miss Walton wishes to thank the student who found her watch-fob and returned it to the Registrar's office on March first.

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